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ABSTRACT

This bibliography lists 169 government reports, journal articles, and research reports concerned with Egyptian education. All materials were published in 1979. They are organized into 78 categories which include: adult education; basic education; child care, culture, education, and welfare; elementary education; English language; higher education; educational reform; rural development; mathematics; physics; secondary education; vocational and technical education; women and development; youth; educational psychology; educational philosophy; disabled; and teaching methods. Author and source indices conclude the document. (KC)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol. 5, No. 3, 1979

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ADULT EDUCATION

Internal Information

1. Rizk, Fawzeyah Mohammed, "Internal Information and Adult Education in the Arab Republic of Egypt", (Al-E'lam Al-Dakheli Wa-Ta'lim Al-Kibar fi Goumhoureyat Misr Al-'Arabeyah) In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp. 179-190.

After explaining the concept of internal information and its role in rebuilding the state and the citizen and asserting its objectives in the political, social and cultural building of the Egyptian man, the writer indicates its role in cooperating with development to attain cultural progress and advancement and achieve social democratic justice.

In the light of this theory, the writer explains the role of internal information in adult education, in organizing its methods, and in implementing its programs through the information centers all over Egypt.

Finally, the writer reviews adult education programs in Egypt and explains how comprehensive systems may be prepared taking into consideration the preparation of a democratic Egyptian citizen, his values and morals.

Vocational Training

2. 'Abdel-'Al, Sameer, "Planning Adult Education Programs to Promote Vocational Skills in Developing Countries", (Takhteet Baramij Ta'lim Al-Kibar Litanmeyat Al-Maharat al-Mehaneyah fil-Douwal Al-Nameyah) In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp. 106-110.

The introduction of the article explains the concept of adult education and its required programs, reviews its new basis, and presents a plan for a program to develop vocational skills, indicating the educational needs and objectives on which such a program is based.

The article then explains the methodological steps that should be followed in preparing such programs, referring here to the necessity of defining the educational needs and objectives, determining the requirements of work and employment and translating these objectives into educational contents.

The writer then moves on to explain means of choosing educational and training methods, materials, equipment, the teaching staff, and training those who do not devote all their time to teaching explaining the procedures for implementing and evaluating programs and benefiting from this assessment.

Finally, the article deals with the place of study, and how it may be organized, the process of financing programs and the importance of diversifying the sources for financing adult education programs and reasons for such a diversification.

ADULT EDUCATION AND DEVELOPMENT

3. Galal,'Abdul-Fattah, "The Concept and Function of Adult Education in Developing Countries", (Mafhoum Ta'lim Al-Kebar Wawaza'efihi fil-Douwal Al-Nameyah) In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp. 51-56.

The article starts by presenting three different points of view regarding the concept and function of adult education, showing how each is affected by the society in which it is found.

Then it discusses the relation between adult education and providing individuals with the basic skills, such as reading and writing, referring to the achievements of some of the countries that have overcome the problem of illiteracy, and indicating how adult education allows adults to proceed with their education no matter what their level may be, according to what is known as permanent education.

The writer moves on to speak of the development of the concept of adult education to include its numerous types, referring to the various educational efforts from which both young and old can benefit, and which are beyond the limits of regular education in schools and universities, with the aim of promoting the individual's social, economic, cultural and political capacities.

4. Nouweir, Mohammed Gamal, "Adult Education and its Possible Role in Comprehensive Development", (Ta'lim Al-Kebar Wa Dawrihi Al-Moumkin fil-Tanmeyah Al-Shamelah) In "Mijalat Al-Nil" (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp. 57-65.

At the outset, the writer determines the role of an educated society in creating an atmosphere that promotes development and absorbs its elements, and allows for achieving the desired rates of comprehensive development.

He then analyzes the relation between change and education, on the one hand, and the relation between change and development, on the other, giving evidence of some cases in developed and developing societies.

Then the article discusses the relation between adult education and social development, indicating how this type of education promotes social and political development in modern societies through a series of processes which attain social equality and rapproachment between social classes and accentuate the feeling of freedom, mentioning the development of social and cultural values regarding such a development and how it strengthens political belonging to the state and the land.

Finally, the study affirms the dire need to construct a new system for adult education in developing countries, indicating how it is related to comprehensive development particularly in the Arab countries and referring to the needs of economic social and cultural changes.

5. Badr, Al-Husseini, 'Adult Education and Development", (Ta'lim Al-Kebar Wal-Tanmeyah), Prepared by Al-Husseini Badr and Othman Al-Qadi, In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp. 65-83.

This study deals with development and scientific planning, and development and the human factor, asserting the importance of exploiting the process of adult education in forming and safeguarding human capital, in increasing its productivity and in expanding its base to keep abreast with progress.

In defining the relation between development and education, in its meaning related to the manpower, the writers review in a historical synopsis the conferences held to discuss this issue since the Elsitour Conference of 1949 and up to the Tokyo Conference of 1972, and explain the concept of permanent education throughout life, adopted by the latter conference.

After presenting the most important definitions of adult education and analyzing each, the writers then discuss the role of adult education in confronting the social and economic problems in both the developed and the developing countries, explaining the importance of this process in restoring the individual's feeling of belonging to the group.

Finally, the study deals with the role of adult education in development, calculates the benefits of adult education and the revenues of education, asserting the importance of adult education in promoting productive efficiency and attaining high development rates.

ADULT EDUCATION AND SYSTEM OF EDUCATION

6. Nouweir, Mohammed Gamal, "Adult Education As Part of the Educational System in Developing Countries", (Ta'lim Al-Kebar Ka-Guz'e Min Al-Nizam Al-Ta'limi fi Al-Douwal Al-Nameyah) In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp. 137-144.

At the outset, the writer deals with the appearance of some adult educational activities to satisfy the educational needs which theoretical forms of education could not satisfy. He then analyzes these needs, and the challenges that they create and which confront the developing communities to become up-to-date.

In this respect, the writer also refers to the nature of the educational situation in these communities and how it reflects and is affected by the socio-economic prevelant situation.

Then the writer poses some questions, regarding the nature of the system of general education, and how far can it alone satisfy the educational needs in the light of the educational crisis, and the knowledge explosion, mentioning means of coordinating the relation between the adult and the regular educational institutions.

Finally, the writer indicates means of integrating adult with school education by submitting proposals that help developing countries overcome their social and economic problems.

ATHLETES

The Health Condition

7. 'Amer, Mahasen El-Sayed, "A Comparative Study of the General Health Condition of Athletes and Non Athletes After the Age of Sixty", (Dirasah Mouqaranah Lil Halah Al-Sehoyah Al-'Amah Lil-Afrad Al-Reyade'een Wa Ghair Al-Reyade'een Ba'da Sin Al-Seteen), Cairo, Girls Physical Education College, Helwan University, 1979, 124 p + Appendices.

A thesis for obtaining a Ph.D. in Physical Education presented to the Girls Physical Education College, Helwan University.

This thesis which comprises five parts deals in the first with the general framework of the study, its importance, the need thereof, its objectives, its hypothesis, its scope and the terms used in it.

Part 2 reviews previous relevant theoretical studies and part 3 explains the plan of study, steps for selecting the sample, means of preparing the questionnaire on the athletic program for the old, means of applying it on the sample, measures used to assess the health condition and the analysis of data.

Part 4 covers the statistical handling of data and the results of the research regarding the comparison of the health condition of athletes to non athletes, and the results and reasons for practicing sport activities before and after the age of sixty.

Part 5 includes the conclusions and recommendations which emphasize the importance of encouraging children and youth to practice sports, calls for the expansion in the establishment of clubs affiliated to firms and factories and demands the elimination of obstacles which prevent old people from participating in athletic activities.

This is followed by a list of Arabic and foreign references, the appendixes of the thesis which include a list of the permanent and temporary clubs in Giza and Cairo governorates and a copy of the questionnaire.

AUDIO-VISUAL AIDS

Preparation

8. El-Deeb, Mohammed Youssef, "Educational Aids Workshop", (Warshat Al-Wasa'el Al-Talimeyah), Cairo, Al-Nahda Al-Masreyah Bookshop, 1979, 303 p.

In the introduction, the author indicates the importance of studying the educational aids and reviews the topics which he presents in 12 chapters.

In the first chapter, the author deals with drawing and printing tools, manual and simple tools necessary for carpentry, welding and electrical works as well as tools and aids for embalming and preservation of matters in chemicals ... etc.

The second chapter determines the necessary aid and equipment needed for some of the processes of production, while chapter 3 is devoted to the photography laboratory.

In chapter 4, the author speaks of raw materials, pastes and chemicals, and in chapter 5, he deals with practical application in maintaining wall-paper and some industrial processes related to carpentry.

In chapter 6, the author deals with printing through the use of silk while in chapter 7, he presents the amended experiences, and concentrates on bodies with a third perspective and the trends necessary for preservation and preparing surface samples. In chapter 8, he speaks of a fish basin while in chapter 9 explains the permissible experiences (represented).

Chapter 10 includes some practical applications and chapter 11 deals with the fixed educational picture. Finally, chapter 12 covers the signs of Algebra and the importance of maps.

AZHARI INSTITUTES

Problems

9. 'Alam El-Dine, Shehata, "The Difficult Equation At Al-Azhar", (Al-Mou'adalah Al-Sa'ba fi Al-Azhar), In "Al-Akhbar", 28th year, Issue No. 8449 (July 13, 1979) p. 3.

The writer began by speaking of the scientific religious and political role played by Al-Azhar as the oldest Islamic university, and how its due care to the study of the Holy Koran has affected its prosperity throughout the ages.

The writer then reviewed the problems from which Al-Azhar suffers at present, referring to the impact of the policy of admission into Azhari institutes on aggravating this problem.

He then compared the policy of admission into these institutes in the past to that of the present, calling in this respect for a reconsideration of this policy, and affirming the necessity and importance of holding admission exams to test the ability of students and determine whether they are qualified to study at Azhari Institutes.

Finally, the writer called for restricting admission to Al-Azhar University to graduates of Azhari Institute, showing the influence of this procedure on the future standard of students.

BASIC EDUCATION

10. A.R.E. The Presidency of the Republic, Specialized National Councils, "Extending the Stage of Compulsory and Basic Education", (Emtidad Marhalat Al-Elzam Wal-Ta'lim Al-Asasi), Cairo, 1979, 62 pages + appendices.

After defining the compulsory stage of education, its history since the 1923 constitution and up to the law No. 210 of 1953, the two parts of document deal with basic education and its role in adopting modern systems and techniques.

Part 1 explains the concept of compulsory education, its role in enabling a student to explore himself, and its importance in increasing the number of years of study of this type of education, explaining some of the problems that confront this increase and presenting some recommendations in this respect.

Part 2 asserts the importance of developing the systems and techniques of general education so that it may confront industrial and social changes, defines the concept and function of basic education and means of developing it, reviewing in this respect the educational techniques and their applications in scientific and cultural fields. It also explains the idea of the Open Day for practicing free activities and calls for the preparation and training of teachers and for a special design for the school building. Finally, it reviews the recommendations regarding the study plan, techniques of education, the importance of preparing teachers, training educational leaders and school buildings.

The document concludes with three appendices. The first indicates the period of compulsory education in some countries, the second

shows the financial cost per unit in general education and the third mentions some of the achievements of the National Council for Education in the field of technical and general education.

BIBLIOGRAPHICAL LISTS

Children - Legislations

11. Tawfiq, 'Awad, "Legislations Concerning Childhood, A Bibliographical List, An Introduction to it", (Al-Tashre'at Al-Khasa Bil-Tofoula, Qa'ema Bibliographeiah, Al-Tareef Biha), Prepared by 'Awad Tawfiq and Ahmed Ghanem and Revised by Iglal El-Sebai'e, Cairo, Documentation and Educational Information Agency, The National Center for Educational Researches, 1979, 22 pages.

The document starts with an introduction dealing with the reasons that called for its preparation. This is followed by the text of the document itself which is divided into two parts.

The first part is a bibliographical list of the legislations concerning child welfare, classified in a chronological order according to their legislative power.

The second part includes an introduction to the legislations concerning child welfare classified according to subject and includes legislations on nurseries, the new school year at nurseries and on the training of nursery teachers.

Finally, the bibliographical list includes legislations concerning the establishment of a section for nurseries at the Directorate General for Primary Education.

Demographic Studies

12. Al-Roweiny, Ahmed Abdul-Aziz, (compiler), "The Bibliography Explaining Demographical Studies in the Arab Republic of Egypt Until 1979", (Al-Bibliographiah Al-Shareha Lil-Derasat Al-Soukkaneyah Li-Gomhoureyiat Misr Al-'Arabeya Hatta 'Am 1976), compiled by Ahmed 'Abdul-'Aziz Al-Rouweiny and Fatma Moukhtar Hussein, Cairo, Family Planning and Population Authority, 1979, 514 pages.

The list is divided into twelve sections each including several sub-sections. Each one of the basic sections reviews the subject related to it and gives a summary of each topic.

The basic sections deal with: Demographical trends, family (as regards motherhood, marriage and divorce), childhood, housing, the demographical structure, and education particularly as regards, its statistics, economics, planning and stages as well as primary, preparatory, secondary and university education and the eradication of illiteracy, and technical and feminist education.

This is followed by lists related to family planning, population distribution, fertility, health, manpower, emigration and death rate. At the end of the bibliographical list, the appendix includes a list of the periodicals on family planning and education and a list of the conferences covering the various fields dealt with in the basic sections of the bibliographical list.

Then there are three indexes, the first - a topic index, the second - a geographical and the third - of the authors' names.

BIOLOGY

Secondary School - Assessment

13. Na'eem, 'Arafa Ahmed Hassan, "An Assessment Study of the Syllabus of Modern Biology for the First Secondary Year in the Arab Republic of Egypt", (Dirasah Taqweemeyah Li-Mouqarar Al-'Oloum Al-Biologeyah Al-Hadeeth Lil-Saf Al-Awal Al-Thanawi fi Gomhoureyat Misr Al-'Arabeya), Cairo, Teachers Training College, Al-Azhar University, 1979, 273 pages + appendices.

A thesis for obtaining a Master Degree in education presented to the Section of Syllabuses and Teaching Methods, Teachers Training College, Al-Azhar University.

The thesis comprises two parts covering eight chapters. The first part includes three chapters, dealing with the theoretical study of the thesis. The first chapter presents the topic of the research, its importance, limits, plan, methodology of research, and terms. It also deals with biology indicating the importance of developing its study in secondary schools, and sums up previous relevant studies and researches.

Chapter 2 specifies modern international projects to develop the study and teaching of biology in secondary schools in the United States, the Nafield project in England, the UNESCO project in Africa and some other subsidiary projects in Australia, Sri Lanka, Singapore, Japan, China, Philippines, Scotland, some Arab countries, and Ain Shams University of Egypt. Then chapter 3 identifies the targets and modern international trends in teaching this subject, determines means of benefiting from the results of contemporary studies in the process of learning, and explains the educational objectives of teaching biology.

Part 2 includes 5 chapters, covering the field study of the research. Chapter 4 reviews the tools used in the study, namely the first questionnaire distributed to biology inspectors, and the second questionnaire presented to the students of the first secondary year. This chapter also indicates the method used in selecting the sample.

Chapter 5 presents the results of the field study, referring to the method used in obtaining results and handling them statistically, while chapter 6 deals with the interpretations of the results of the questionnaire to teachers and inspectors. Chapter 7 shows the interpretation of the results of the students' questionnaire.

Chapter 8 is devoted to the proposals and recommendations, then the thesis ends with a list of Arab and foreign references which the researcher relied on in preparing the study.

CHILD

Services - Conferences - Seminars

14. Meeting of the Experts of the Project of Strategic Elements of Basic Services for "The Arab Child", Amman, January 29-31, 1979, the "Final Report", Cairo, The Department of Social Development - The Arab League, 1979, 23 pages.

After presenting the objectives of the meeting which is part of the joint project of the Arab League and UNICEF, and after considering the agenda and the opening addresses, the report reviews the issues of discussion related to the development of the Arab Child and the basic services that should be offered to him considering childhood and integral part of economic prospects and future planning.

Then it deals with the efforts of the Arab League in the field of social work, mentions its interest in the causes of childhood and

refers to the recommendations of the Committee of the Arab Woman which are guidelines to the member states in promoting the services of childhood and motherhood.

The report then refers to the problem of the different kinds of handicapped children who need a special care, highlighting the discussions which took place at the meeting regarding the different aspects of the problems of nutrition, warning against the dangers of the problem of food, deficiency in the world, and the problems of the diseases of the respiratory system.

The report also covers the role of irregular education in basic services, and the importance of recreation and the establishment of the toy industry it requires. The report further draws attention to the importance of discriminating between the attitude of children in different circumstances, indicating the priorities of the basic needs of childhood in the light of the conditions of living in every environment, and proposing self solutions to the problems of childhood by developing the local potentialities of every environment separately.

Finally, the report includes a plan for study at the level of the country to determine the elements of the strategy of the basic services of the Arab child, such as health, food, education, family, the role of nurseries, primary schools and information media, and submits the conclusions of the study regarding the increased awareness of the needs of childhood at the levels of all the departments concerned in the government and at the level of popular sectors, proposing some suggestions to develop the services of child care.

Teaching Methods - International Declaration of Child Rights

15. A.R.E., The Higher Council for the Welfare of Literature, Arts, and Social Sciences, "The International Declaration of Child Rights and Explaining It to Children", (Al-E'lan Al-'Alami Li-Hoqouq Al-Tifl Wa-Sharhihi Lil-Atfal), Cairo, The Child Culture Committee of the Council, 1979, 20 pages.

This document covers the attempt of "Mijalat Sandouk Al-Donia (The Peep-Show Magazine) throughout the international year of the child to explain to children themselves the articles of the International Declaration of Child Rights. These explanatory articles have been published in ten issues of the Magazine from February to November 1979.

Then the document presents the opinions of those concerned with child culture in this attempt and its repercussions among the readers of the magazine represented by the remarks and comments which the Child Culture Committee has received regarding child services.

The document further reviews the ten stories offered by the United Nations to children, explaining each story, its value, and how far all children have enjoyed it. These stories deal with equality between children, a child's right to medical care, freedom and dignity provided by the community, to education, culture, nationality, family care, as well as a child's right to play, to sports, to means of entertainment and information.

CHILD CARE

16. The General Association for Family Planning, "Towards a Better Child Care", (Nahwa Re'ayatan Afdal Lil-Tifl), Cairo, 1979, 47 pages.

This is considered a guide book to all those employed in the field of child care, and could be used in informing and guiding mothers either at family planning centres or during the home visits of those working in these centers, or through leaders, particularly in the country side.

It also presents a number of pictures and simplified instructions on the best means of caring for a child, which may be used to answer the inquiries of mothers regarding the problems they may encounter in bringing up their children.

This booklet is also a reference of the children diseases at the early stages of their lives, and hence it helps in recognizing children infected with these diseases at the early stages of the infection so that they may be suitably cured.

Primary Schools

17. Saleh, Saneya 'Abdul-Wahab, "Project of Integrated Care for Students of Primary Schools in Popular Districts", (Mashrou' Al-Re'aya Al-Moutakamelah Li-Talameez Al-Madaris Al-Ibteda'eyah Bil-Ahya' Al-Sha'beyah), In "Tanmeyat Al-Moujtama'" (Society Development), 3rd Volume, Issue No. 4, 1979, pp 37-43.

This is a descriptive study of a pioneer project carried out by some women volunteers in collaboration with officials in the Ministry of Education, some girl students at the American University in Cairo and the inhabitants of a district in the field of child care.

The writer also names some of the eminent personalities interested in the project and concludes by presenting the most important results and achievements of the project.

CHILD CINEMA

18. Darwish, Ahmed Fuad, "Child Cinema", (Cinema Al-Atfal), Cairo, The General Egyptian Book Organization, 1979, 134 pages.

The purpose of this nine-chapter study as indicated in the introduction is to consider the ideological, psychological, aesthetic and technical aspects of child cinema.

The first chapter deals with the psychological study of the nature of child world, indicating a child's liability in the first stage of his life to be influenced by the elders in the local environment around him, explaining the relation between forming a child's personality and methods of treating him. It refers to the importance of unifying ideological trends in keeping with the society, and means of presenting them in a good productional form, or in a movie show, so as to attain a sound human model of entity and personality.

Chapter 2 deals with the role of arts in implanting human values in the souls of the young, while chapter 3 enumerates some of the great thinkers and artists and the role they played in creating and spreading child culture through their work.

Chapter 4 asserts the strong relation between a child and folk stories, the instinctive feelings they address in him and how they secure his admiration.

In chapter 5, the author indicates the basic aesthetic principles in child cinema. In chapter 6 he compares the role of the cinema to that of the theatre in child culture, explaining the role of dialogue and movement in each. He then defines some of the general features of each of the stages of childhood so that they may be used as guidelines in presenting suitable subjects in child cinema and theatre.

The role of music in the process of the social and aesthetic upbringing of children and its impact on social adaptation and the formation of a child's psychology is covered in chapter 7.

Chapter 8 speaks of the television and the cinema and their influence on childrens thought and in fact on all their lives, giving some examples of films of various types and explaining children's impression of them.

CHILD CULTURE

Books - Conferences and Seminars

19. The Arab Child Culture Seminar (Books Written in Arabic for Children), Cairo, December 22-26, 1979, The Final Report and Recommendations, Cairo, The Culture Administration of the Arab League Educational, Scientific and Cultural Organization, 1980, 25 pages + appendix 14 pages.

After reviewing the agenda of the symposium, its method of work, those participating in it, and the opening addresses, the report presents the efforts of the Arab States in the field of culture and considers the present situation of books of the Arab child, their qualifications, and the publishing houses producing them.

The report then discusses the child and reading, indicating means of promoting a child's desire to learn, referring to the tragedy of the generation that does not read, and highlighting the importance of overcoming this problem by laying down an urgent plan at the level of all the authorities and departments concerned with childhood, so that a reading generation may come to being, and so as to develop a strong child-book relationship.

Finally, the report asserts the importance of producing the book in an attractive interesting fasion.

The report also reviews the discussions of the symposium on the role of the school and the home libraries in promoting this relation, referring to the child book itself, technical factors of writing for children, the importance of folk literature as a source of child books, the relation between child press and book, and layout and the economies of such books.

Finally, the report presents the recommendations of the symposium regarding Arab Cultural Cooperation, providing Arab child books, coordinating the different activities rendered to children, supporting the revival of child culture in the Arab World, the role of publishing houses, means of caring for child books and its components and the different types of libraries.

Development

20. Youssef, 'Abdul-Tawab, "Developing the Cultural Abilities of Children", (Tanmeyat Qoudarat Al-Atfal Al-Thaqafeyah), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 13 pages.

At first, the writer wonders about the age in which a child's ability begins to appear and how it does appear in the different stages of his life. He then reviews the needs, interests and activities of each stage of childhood and means of directing children in these stages.

The writer then moves on to discuss the role of the family, the community and the information and cultural agencies in stimulating and promoting these abilities, their objectives in so doing, and how children face and overcome problems and difficulties in their lives.

The role of the schools in modern societies, their social functions, the importance of having them keep pace with development, how they serve the country and the environment, how they cooperate with the family in providing the basic needs of a child, in creating new cultural abilities based on the abilities which a child brings to school, and means of promoting these abilities are also discussed.

Finally, the writer asserts the role of the Radio, Television, cinema, theatre, books and magazines in stimulating and promoting abilities and explains how palaces of culture, clubs, and camps give the child a chance to truly practice and assimilate cultural abilities.

CHILD EDUCATION

21. A.R.E., The National Council for Youth and Sports. The Youth Agency, "Examining the Role of Youth Centers in Child Welfare, at the Age Group 6 to 15", (Baheth doar Marakiz Al-Shabab fi Re'ayat Al-Tofoula fi Marhalat Al-Sin min 6 ela 15), Cairo, 1976, 383 pages.

This study comprises three parts including eleven chapters. The first part comprises five chapters and deals with the theoretical study.

Chapter one defines the nature of the study, chapter 2 shows the characteristics and trends of growth between the age of 6 to 15, chapter 3 reviews previous studies in the field of childhood, and chapters 4 and 5 cover child projects and trends of work with children in Egypt.

The second part of the study is devoted to the field study and discusses in chapter 6 the plan of work, presents in chapters 7 and 8 a tabular and analytic review of the youth and the leaders questionnaires prepared by the Council, and covers in chapter 9 the tabular and analytic review of the data collected for the study.

The third part of the study, including chapters 10 and 11, reviews the results and recommendations which deal with the importance of paying due care to sports and games which children like, and to their social, cultural, and artistic activities as well as the importance of having supervisors ask children for their opinion regarding the activities they prefer, the necessity for holding periodical meetings to discuss the plan of activity and of giving children the responsibility of sharing work in internal administrations and providing the necessary facilities for youth centres.

22. 'Abdu, Nagat Hassan, "In the Year of the Child: From Noah to the English School", (Fi 'Am Al-Tifl: Min Ayam Nouh Eila Al-Madrasa Al-Engelezeyah), In "Al-Akhbar", 28th year, Issue No. 844, (4th July 1979), p. 5.

At the outset, the writer indicates the freedom which sons used to enjoy before the advent of Islam and reviews Islam's stand regarding the relation between fathers and sons.

She then compares the position of children in England and in Egypt and the way they are treated in both countries.

The writer proceeds to speak of the primary stage of education in Egypt, showing how attaching importance to exams affects education and its position at this stage. She calls for paying more attention to education at this primary stage and institutions and organizations of child education.

Finally, she reviews the role of the press, television and parents in educating children.

23. Mohammed,'Awatif Ibrahim, "Childhood: The Basic Stage for the Preparation of Youth", (Al-Tofoulah: Al-Marhala Al-Asaseyah Li-E'dad Al-Shabab), Cairo, Youth Agency, The National Council for Youth and Sports, 1979, 12 pages.

The study included eight chapters, the first dealt with childhood as a basic stage for the preparation of youth for the future, while chapters 2 and 3 presented a study on the characteristics of growth in early and late childhood.

Chapter four reviewed some of the trends of the Egyptian culture and their effect on social adaptation of children.

Chapter 5 showed how child activities could be used as means for education, and physical and mental growth, while chapter 6 dealt with methods of education and bringing children up in France, the United States, Egypt and Russia. Chapter 7 reviewed child services in Egypt at present and how they should be developed in the future.

Chapter 8, which is the last, included the recommendations which the writer believes should be considered in the field of child services, referring in this respect to the necessity of having Egypt join the International Organization for Pre-School Education, amending the objectives of child education and imposing a tax on places of entertainment and on railway tickets to finance child projects.

This was followed by a list of Arabic and foreign references on which the writer based her study.

24. Yacoub, Lucy, "Childhood and the Happy Future", (Al-Tofoulah Wal-Moustaqbal Al-Sa'id), Cairo, Al-Kitab Al-Misri Publishing House, 1979, 144 pages.

On the occasion of the International Year of the Child, the author deals with several issues related to child. First she speaks of the family and society and their impact on forming a child's personality. She further explains means of developing a child's abilities, his common sense and his sense of moral and social responsibilities so that he may become a useful member of society.

The second topic tackled by the author here asserts the importance of writing for children and the impact of such writings on forming the personality of a child, referring to the first environment of the

child, and how it shapes his personality, affirming the role of the family and the limited environment in which the child lives.

Then a whole part is devoted to the importance of reading in upbringing children and the types and methods of reading, mentioning the importance of enjoying the participation of the elders until children get used to it.

The author also describes the unknown magic world of a child, in which his emotions grow and defines some basic points which determine the morals of children and how they may be developed.

Then she divides childhood into three stages, citing examples of stories for each: the story of "The Happy Home" for the first stage starting from birth until the age of 12, and the story of "prayer" for the second stage up to the age of 15, and "A Past Dream" for the third stage ending at the age of 20.

Finally, the author refers to some of the services rendered in all fields by the authorities concerned with child care.

CHILD PERSONALITY

Toys

25. Soboih, Mahasen Ahmed, "Child Play and its Impact on Forming Child Personality", (Le'b Al-Atfal Wa-Atharihi fi Takween Shakhseyat Al-Tifl), Cairo, Child Culture Center, Mass Culture, 1979, 11 pages (Stencil).

The introduction deals with the reasons which drove psychologists, professors of education and industrialists to take interest in the manufacture of toys.

Then the document itself explains the meaning of child play and its social, psychological and educational importance and reviews types of play and its educational value.

The writer also gives some examples of child play and toys in Egypt and some foreign countries, referring in this respect to the most important types of child play suitable to the psychological, educational, and social characteristics of children, the bases that should be taken into consideration in supervising over child play and some of the toys that could be made at home.

Finally, the writer presents her recommendations which assert the importance of giving due care to child play and toys and their development, having the state bear part of the expenses of manufacturing toys, expanding the establishment of palaces for culture and public parks for children, arousing the interest of the Egyptian nation in toys, and calling upon experts in child psychology and child education to give their opinion regarding the manufacturing of toys.

The document includes at the end a list of references.

CHILD PLAY

26. Barsoum, Locile Louis, "A Study on the Responses of Nursery Children to Some Toys", (Dirasah Listejabat Atfal Al-Hadanah Li-Ba'd Adawat Al-Li'b), Cairo, Teachers Training College, Ain Shams University, 1979, 152 pages.

Thesis for obtaining a Master Degree in education presented to the Teachers Training College, Ain-Shams University.

This thesis which is composed of five chapters reviews in the first one the importance of the study, its objectives, how far children respond to some toys (nursery children from the age of 3 to 6) referring to the differences in these responses according to age and sex.

In the second chapter, the researcher presents previous studies and researches related to toys and to personality, and toys as a means of diagnosing or therapy, and toys and growth. In the third chapter, she speaks of the sample, the tools used in the research, such as tests, criteria, questionnaires for schools and mothers to depict reasons for a child's dealings with his toys, his home and his school.

The fourth chapter is devoted to the toys used by the researcher in the study, the children of the sample, and what she registered about each child, and his handling of the toys. It discusses some of the problems which the researcher encountered during her experiment and how she overcame them mentioning the results of the research and their interpretations and referring to the differences in the needs of children according to their ages, sex and toys used, as indicated by the study.

Finally, chapter 5 includes some practical and educational applications which could be of benefit in the field of planning for child psychological, educational and cultural needs.

CHILD THEATRE

27. El-Sayed, 'Abdul-Halim Mahmoud, "On the Basic Needs for the Establishment of a Child Theatre in Egypt", ('An Al-Hajat Al-Asaseyah Li-Qeiam Masrah Lil-Atfal Bi-Misr), In "Al-Mijalah Al-Ijtema'eyah Al-Qawmeyah", (The Social National Magazine), Vol. 16, Issues 1-3, 1979, pp 71-83.

This article aims at underlining some of the basic needs of those employed in the field of child theatre in Egypt, as shown in the results of a field survey of the views and ideas of a sample representing those employed in the school theatre and in culture, goers of child theatres, critics and those interested in it.

It further reviews the needs on which child theatre in Egypt and in the world could be based, asserting the importance of clearly discriminating between the functions of cultural and school theatres and spontaneous acting, affirming the necessity of providing data on the characteristics of the stages of elevation in child thinking.

Finally, the article stresses the importance of providing a dictionary in Arabic of the words commonly used by Egyptian children.

CHILD AND TELEVISION

28. Ramzi, Nahed, "Preferring Television to Other Information Media, an Experimental Comparison Between Viewer and Non-Viewer Children", (Al-Moufadalah Beina Al-Television Wal-Wasael Al-E'lameyah Al-Oukhra, Mouqaranah Tajrebeiah Beina Atfal Moushahedeen Wa-Ghair Moushahedeen), "Al-Mijalah Al-Ijtema'eyah Al-Qawmeyah", (The Social National Magazine), Vol. 16, Issues 1-3, (1979), pp 49-70.

This study drew a comparison between children television viewers and non-viewers as regards their preference of the television to other information media, such as radio, cinema, theatre and reading and the types of programs they like and reasons therefore.

The study also compares these preferences in relation to the two sexes of various age groups. Means of selecting the sample from among girl and boy students of primary and preparatory schools in Cairo and Alexandria Governorates, their ages and the availability of television sets are also determined.

The study also presents the questionnaire applied in the research, the statistical data and the final results of the study based on the answers to this questionnaire.

CHILD WELFARE

Nurseries

29. A.R.E., The Presidency, The National Council for Education, Scientific Researches and Technology, "A Preliminary Report on Child Welfare and Family Education", (Taqreer Mabda'ie 'An Re'ayat Al-Tofoula Wal-Tarbeyah Al-Ousareyah), Cairo, 1979, 18 pages (Stencil).

At the outset the report indicates the extent of importance of childhood from birth until the age of six, and the services that could be rendered to children at this stage. The report then deals with nurseries and kindergartens showing their development since the early twenties of this century and until the enacting of Law No. 50 of 1977 regarding nurseries.

The report then compares the volume of the present service to the actual need for nurseries, reviews the plan of the state to establish and furnish nurseries, and mentions the number of nurseries to be established in 1979 in each governorate. Then the report indicates the targets of these nurseries and the techniques they should apply to attain them. Finally it asserts the importance of providing the already existing nurseries with the necessary staff, and of raising the standard of their services.

The report concludes by presenting and analyzing some of the articles provided for in Law No. 50 of 1979.

CHILDHOOD

Bibliographical Lists

30. 'Abdul-Hady, Mohammed Fatehi, "Childhood - A Selected Bibliographical List", (Al-Tofoulah, Qaema Bibliographeyah Moukhtarah), prepared by Mohammed Fatehi 'Abdul-Hady, and 'Ola 'Abdul-Qader Al-Mahdi, In "Al-Mijalah Al-Ijtema'eyah Al-Qawmeyah", (The Social National Magazine), Vol. 16, Issues 1-3, (1979), pp. 121-148.

The bibliographical list includes 300 books in Arabic, written or translated, covering the field of childhood and the authors have given reasons why they have confined their list to books only.

The bibliographical list is classified in an alphabetical order according to the names of authors, under alphabetically-classified subjects, namely, juveniles and child delinquency, children's literature, clubs, school problems and mental retardness, festivals, songs, games and toys, children's social, sex, moral, religious and athletic education, legislations, child teaching, television and the child, child culture, associations, nurseries, child welfare, medical care, child sports, child personality, child foolishness, psychological health, child psychology, child art, teenagers, child problems, ch ild camps, child libraries, encyclopedias, talented children, children's inclinations, growth and parents and the child.

Characteristics

31. El-Sayed, Soad Hamed, "Characteristics of Childhood in the Nursery and Kindergarten Stage", (Khasae's Al-Tofoula fi Marhalat Al-Hadana Wa-Riad Al-Atfal), "Al-Rayed", (The Teachers Magazine), 24th year, (September 24, 1979), pp. 40-41 + p. 46.

After explaining the role which nurseries and kindergartens play in developing the personality of the child, and indicating the importance of the educational techniques applied by these nurseries and kindergartens in formulating the characteristics of childhood at this stage, the writer specifies the physical characteristics of children at this stage and the senses which grow quickly and those which grow weakly, the parts of a child's body that grow and the effect of all this growth on the movement of the child.

The writer then proceeds to define the mental characteristics of a child at this stage and their influence on sharpening his imagination referring to the type of stories that he likes.

The writer also deals with the social traits of a child at this stage and his relations with the members of his family and his schoolmates, reviewing in this respect the criteria which a child formulates at this stage.

Finally, the writer specifies the emotional characteristics of a child at this stage, his instincts and interest in games, and asserts the importance of taking all these factors into consideration when bringing up a child and their influence on a child's life and future.

Child Psychology - Culture

32. Fahmi, Somayah Ahmed, "Psychology and Child Culture", ('Elm Al-Nafs Wa-Thaqafat Al-Tifl), Cairo, The Anglo-Egyptian Book Shop, 1979, 105 pages.

The introduction of the book deals with the training courses which the Ministry of Culture organizes in the field of child culture, and their importance. This is followed by seven chapters, the first of which explains what is meant by 'Culture', while the second defines child culture in particular.

The third chapter reviews methods of promoting child culture. Chapter 4 explains the need of psychology to understand children and refers, in this respect, to the impact of heredity, material and cultural environment and the growth of the concept of entity in developing a child's personality, and defines the system of growth and features of a mature personality.

In the fifth chapter, the writer explains the dynamic relation between man and culture, and in the sixth she indicates means of putting psychological information into practice, reviews some of the basic methodological principles that help those employed in the field of children to succeed in their work, asserts the importance of determining work according to the needs and desires of children, underlines the necessity of allowing children the opportunity to satisfy these needs through their reaction to the environment, highlights the importance of promoting children's creative talents, and their appreciation of national and international cultural

heritage and affirms the importance of taking children's abilities into consideration.

The writer further presents means for developing children's cultural values referring to man's reaction to environment through his work achievements and man's ability to learn and gain new experiences that drive him to innovate and develop.

Finally, the writer mentions the importance of cultural centers in developing child culture, and the best methods to do so.

Services

33. 'Abdullah, Ismail Sabri, "Basic Services for the Arab Child", (Al-Khadamat Al-Asaseyah Lil-Tifl Al-'Arabi), Cairo, The Social Development Department of the Arab League, 1979, 14 pages.

Paper presented to the Committee of Experts of the Project of the Strategic Elements of the Basic Services of the Arab Child held in Amman, January 29-31, 1979.

This paper discusses some of the important issues related to the development of the Arab child, indicating the basic services that should be rendered to him within the framework of quantitative statistical data and qualitative incidents, and concentrating on the problems of Arab childhood, the increase in the rate of child birth and the care, services and preparations they need.

The paper also indicates the sufferings of children whose parents earn their living abroad and the conflict they are subjected to due to the contradictions in values, behavior and adaptation because of the differences between national culture and patterns of foreign culture.

To overcome these problems, the writer sums up the main fields of child services, such as preparing the family, providing children with services and food, and caring for them in the pre-school age, referring here to the conditions of environment and the method of upbringing, and reviewing the basic ideas in planning, implementing and following up programs to attain this end.

Finally, the writer refers to the problems of statistical data in the Arab Countries and how the absence of statistical awareness, the inaccuracy in properly organizing, registering and classifying data endangers it.

34. A.R.E., Ministry of Social Affairs, "Services of the Ministry of Social Affairs in the Field of Child Care", (Khadamat Wizarat Al-She'oun Al-Ijtema'eyah Li-Re'ayat Al-Tofoulah), Cairo, The General Administration of Public Relations, Ministry of Social Affairs, 1979, 24 pages.

This is a guidebook of the services rendered and achievements attained by the Ministry of Social Affairs in the field of child care. As regards normal children, it includes a list of the services rendered by day and boarding nurseries, their number, their distribution in the governorates, and the number of children enrolled therein in 1978.

It then speaks of accomodating organizations of children of both sexes liable to delinquency due to family circumstances, and enumerates the child clubs, the activities they avail and their number in 1979.

This booklet further explains the system of foster families, social security system, and the vocational formation of programs offered by the Ministry to those who did not proceed with their education. Then it discusses the training offered by the general Organization for training of the staff employed in the field of childhood and family. It refers to the experimental toys factory which tries to innovate educational toys suitable for the various stages of growth.

As regards the Ministry's services to abnormal children, this guidebook reviews the efforts of the classification and guidance center, and those of the comprehensive unit for delinquent children or those liable to delinquency upon following up their cases, and the role of reformatories, observation houses and control offices.

Moreover, this guide reviews the achievements of the social rehabilitation centers, the mental education institutes, the institutions for the deaf and mute, centers for the care and guidance of the blind. It indicates the popular efforts in the field of social work, and enumerates the achievements of the Ministry on the occasion of the International Year of the Child.

Finally, the booklet presents the five-year plan for child services at the Ministry for the years 1980-1984.

CHILDREN

Art Education

35. Shawki, Youssef, "Child Arts", (Fonoun Al-Atfal), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 11 pages.

At first, the writer indicates the importance of the reaction between the inborn characteristics and inherited traits of a child and the artistic, environmental, social and human elements of the community.

He then speaks of the responsibility of those engaged in, or concerned with child art in creating a sound atmosphere in the society, and indicates the arts which should be provided to children and the values derived from them for their future life.

Plastic arts and music, their relation to the child, his responses to them and how far these responses are affected by the physical, mental and environmental set-up of a child are also discussed in this document before asserting the importance of giving children, at the earliest stages of their lives, the chance to make their own music, reviewing in this respect the different means to achieve this.

The document then gives the example of the Egyptian village and the chances it provides through its simple free life, to innovate different types of music.

Finally, the writer determines the role of the channels through which the art of music reaches the Egyptian child, referring to home, school, Radio, Television, cinema, cassette recordings and the language in which a child's mind and emotions should be addressed.

Educational Psychology - Radio and T.V. Programs

36. Fahmi, Somayah Ahmed, "Applying the Principles of Psychology in Children's Radio and Television Programs", (Tatbeeq Mabade' 'Elm Al-Nafs fi Baramij Al-Iza'a Wal-Television Al-Mouwajaha Lil-Atfal), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 19 pages.

At the outset, the writer asserts the importance of having children's Radio and Television programs suited to them, enumerating the objectives

which these vehicles of mass media seek to attain and the terms which their programs should comply with so that they may be suitable to the mental, emotional and social concept of child culture.

The writer then speaks of the psychological characteristics of the intermidiary stage of childhood which is the essence of this document, refers to the needs of growth and the experiences and skills which children should acquire during this period, and highlights the role of the social and cultural environment and the hereditary and biological customs, on the one hand, and a child's idea of himself, on the other, in excelling in these skills.

The writer further indicates the role of the Radio and Television programs in helping a child learn about his needs of growth, referring to the biological and psychological needs, and motives of human behavior, and how these needs may be transformed into information and practice, presenting a definite plan of work, precisely indicating what those in charge of child programs should do, giving, analyzing and evaluating some application examples.

Finally, the writer refers to the role of music in the maturity and integration of personality in general, and the maturity of emotions in particular.

Needs - Educational Activities

37. Kazim, Medhat, "The Educational Activities Which an Egyptian Child Needs", (Al-Anshitah Al-Tarbaweyah Allati Yahtajouha Al-Tifl Al-Misri), Cairo, The Higher Council for Arts, Literature and Social Sciences, 1979, 140 pages.

After reviewing the objectives of the educational activity, its bases, and its various psychological, physiological, social and economic functions, the book deals with the different fields of activity needed by children in each stage of their growth, asserting the importance of school cooperatives and societies, and their role in serving the environment, and in promoting social activities.

In the field of cultural activities, the book refers to lectures, debates, seminars, libraries and their basic role in developing the mental and psychological growth of students, free reading and school journals.

Then the author moves on to discuss sport activities and their accompanying social and behavioral values.

Finally, he speaks of artistic, musical and theatrical education and the impact of artistic activities on developing a child's aesthetic abilities.

Parental Trends

38. El-Deeb, Amira 'Abdul-Aziz, "Methods of Parental Upbringing and Their Relation to the Mastery of Sons", (Asaleeb Al-Tanshe'ah Al-Waledeyah Wa-'Elaqatiha Bil-Tasalloutеyah Lada Al-Abna'), Cairo, Islamic Girls Faculty, Al-Azhar University, 1979, 165 pages.

A thesis for obtaining a Master Degree presented to the Section of Social Psychology, Islamic Girls Faculty, Al-Azhar University.

This six-chapter thesis presents in the first the topic of research, its importance and procedural hypothesis, explains in the second the theoretical framework of the study and defines the basic concepts and the role of social and cultural aspect in the process of upbringing in general, as well as its influence on the personality of the individual. It also defines the role of the family in it, referring to the mother and father relationship with the child, and methods of upbringing and their impact on a child's personality.

Chapter 3 reviews previous studies and researches dealing with family trends and their effect on sons, while chapter 4 explains the method of the research, the sample, the tools used in measuring general mastery of children, parental trends and the traditional family trend, and the questionnaire on the socio-economic standard, then it indicates the steps of research and the statistical method.

Chapter 5 presents the results and means of handling them statistically, and chapter 6 interprets these results and the differences between males and females in the authoritative trend, and the significance of these differences as recognized by the researcher.

Appended to the study is a list of Arabic and foreign references on which the researcher based the study.

Physical Culture

39. 'Oweis, Mous'ad, "Child Physical Culture", (Al-Thaqafa Al-Badaneyah Lil-Tifl), Cairo, Al-Fikr Al-Mou'asir Publishing House, 1979, 127 pages.

This book comprises two parts, the first indicates the relation between physical and general culture, determines the concept of childhood in the Egyptian society and work in the field of physical culture in some of the educational agencies.

The second part explains the concept of good example in the field of sports and indicates the relation between basic and physical education and the possibility of presenting physical culture within the framework of popular clubs and youth centers. It also reviews some of the practical studies and programs in the field of promoting child physical culture and explains the role of the state in child education.

The book ends with a summary and a list of Arabic and foreign references.

Physical Education - Programs - The National Council for Youth and Sports

40. A.R.E., The National Council for Youth and Sports, "Programs for the Service and Care of Children Rendered by the National Council of Youth and Sports and the Implementation of the Principles Mentioned in the International Declaration of Child Rights", (Baramij Khedmat Wa-Re'ayat Al-Tifl Allati Youqademouha Al-Majlis Al-Qawmi Lil-Shabab Wal-Reyadah Wa-Tahqeek Al-Mabade'e Al-Waredah Bil-E'lan Al-'Alami Li-Hoqouk Al-Tifl), Cairo, The Youth Agency, 19[illegible], 9 pages.

This report starts by reviewing the religious, national, cultural scientific, social, athletic and artistic programs included in the plan of child service and care and the objectives which each program tries to achieve, referring to the needs of every one of these various stages of the growth of these programs.

The role which the National Council for Youth and Sports plays through its various agencies and institutions in serving the Egyptian child is then discussed with reference to the in-and-out school activities it offers to absorb the leisure time of youth, and the services offered by the youth centers, after their development, to our rural and urban societies.

Moreover, the document deals with the contributions of the international organizations, such as UNICEF to enrich work in these centers by providing them with tools, equipment, and apparatuses needed for the practice of the different activities.

The report also highlights the care which the national council pays to schools so that their role in taking care of pupils particularly in the primary school may be restored, referring here to the experiment of the project of the pioneers for 1979 which is carried out by the Council in collaboration with the educational agencies.

Finally, it presents the principles included in the International Declaration of Child Rights, the efforts exerted by youth agencies to support these principles, the problems that prevent the achievement of the desired development, and means of overcoming them.

At the end, the document includes a statistical table, indicating the distinguished pioneer units comprised in the educational sector of the various governorates.

Problems

41. Marzouk, Zaheya, "The Family and Childhood Problems", (Al-Osrah Wa-Mushkilat Al-Tofoulah), Alexandria, Alexandria Printing House, 1979, 142 pages.

This book sheds light on a number of child problems which may be encountered by any mother and the steps and means which may be followed to solve them, such as the problem of feeding and the psychological impact of depriving a child from natural breast feeding, the importance of training a child to sound food habits and the importance of having parents as good example.

The book then deals with the issue of obedience and disobedience and the requirements that should be fulfilled in a child's environment, and the rules that should be applied so that children may be obedient and respectful. It further covers the problems of anger, jealousy, fear and lying which are problems reflecting the method of upbringing used by parents. Then, it speaks of child's play and its importance in his life and how a child in the pre-school age is usually in a dire need of something to occupy him throughout the day and the role of child play in this respect.

Finally, the writer speaks of theft among children and gives some scientific facts about it.

Rights - Health Education

42. Al-Sayad, Lutfi Mohammed, "A Child's Right to Health Care", (Haq Al-Tifl fi Al-Re'ayah Al-Seheyah), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 32 pages.

After reviewing the services rendered by the Ministry of Health for motherhood and childhood through the centers in all governorates, the report presents the results of a study on the causes of death of mothers in Egypt.

It also deals with the efforts exerted to care for the health of children in the pre-school age (from birth to the age of six) and the programs and services offered by the Ministry in the field of promoting health and food instructing.

It then enumerates the problems of the different stages of childhood and recommends suitable solutions for each, indicating the role of each of the authorities concerned with childhood in Egypt.

Finally, the report includes some statistical data on motherhood and childhood service units and the activities of the different centers in the rural and urban regions in Egypt throughout the years 1952-1979.

Rights - Social Security

43. Kamel, Fayza 'Ali, "A Child's Right to Social Security", (Haq Al-Tifl fil-Amn Al-Ijtema'ie), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 8 pages.

At the outset, this document defines the meaning of "Social Security" and what the community should provide children with, referring to the basis of a child's right to social security, and mentions the art of life and the characteristics which its practice grants, and those which should be implanted in children, as well as what elders should do to encourage any scientific or artistic creation by a child.

The document then deals with culture and its importance to children as one of the basis of social security and its role in organizing human relations between a child, his college and the world around.

Upon discussing values, mental superiority and literary achievements, the writer determines their role in building the life of a child, not excluding religious leadership, ideals, and the importance of forming a child's conscience and promoting his feeling of guilt when he commits an error.

Finally, the writer explains the point of view of psycho-analysis for understanding children and recommends granting them their most important right of social security, namely psychological health.

Services

44. Al-Sharouni, Yacoub, "The Cultural Services Which an Egyptian Child Needs", (Al-Khadamat Al-Thaqafeyah Allati Yahtajouha Al-Tifl Al-Misri), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 150 pages.

After asserting that a child's cultural needs are just as important as his health or educational needs, the writer defines the relation between the cultural standard of the environment and the drop in the standard of primary education in some regions, showing how this impedes keeping pace with development.

Moreover, the writer discusses the book and a child's need of it before and after admission to school, referring to the present status of the publishing houses and the child books they produce, asserting that only books of good quality could yield their fruits with children.

The writer then submits to officials a proposal regarding the planning of a national project to spread the establishment of child libraries on a large scale, firstly by developing the present libraries and school libraries, indicating what they should include and the services they should render to children at all times of the year.

When the writer speaks of children's journals and magazines, he indicates their role in forming children's trends and in supporting the concepts and values which are to grow up with children, referring to the importance of having their subjects suitable to the needs of the child. Here the writer proposes having a special publishing house

for child books in addition to a full page weekly in some newspapers or a corner daily, indicating how this encourages children to read with their elders.

Then the writer discusses television programs and the issues which their selection gives rise to, reviews all these problems, presents solutions for them, and suggests means for developing both Radio and Television programs. Then the writer asserts the importance of the theater and acting in developing the various desired aspects in children by using child play and employing them differently so that children may like the process of education itself in the same manner as they like their games and toys, indicating here the efforts of the Theater Department at the Ministry of Education, the puppet theater and some of the shows it presents.

The writer also speaks of the Egyptian cinema, the films it has presented and in what way they were unsuitable although it is the most influencial means of mass media affecting children's thought and behavior. Here, he calls upon authorities to have an independent unit to produce child films, referring to India's experience in this field.

Slides and the fields in which they could be used, games and toys and how children may benefit from them are also tackled in this research. Then the researcher proposes allocating sufficient areas where children may practice their activities when planning new cities and suggests establishing a factory for educational toys.

Finally, the writer speaks of the role of art, music and singing in encouraging children's abilities, and how scientific activities as well hobbies and trips promote knowledge, simplify science and makes it easier to be understood by children and develops their manners of thinking.

CHILDREN BOOKS

Problems

45. "The Regional Seminar on the Problems of Producing and Distributing the Arab Book", Cairo, January 29 to February 1, The Recommendations and the Final Report, Cairo, The Arabic Book Development Center, The General Egyptian Organization for Books, 1979. 26 pages.

This report reviews the agenda of the symposium called for by the Egyptian General Organization for Books in collaboration with the Arab League Educational, Scientific and Cultural Organization (ALESCO) and presents the work and discussions of a group of book experts and specialists who participated in this symposium regarding some of the problems which confront the Arabic Book industry in general, and children's books in particular in the Arab World and means of overcoming these problems.

The recommendations of this seminar cover the following fields: copyright laws in the Arab World, means of qualitative and quantitative development of specialized manpower necessary for the promotion of the book industry from the copy rights and publication to means of marketing, joint publication, child culture, the production of books, the role of child book centers, and the studies and researches that such centers conduct to plan for children's books, children and poetry and the importance of issuing anthologies of selected child poetry, religious writing for children, the roles of radio and television transmissions in promoting reading awareness, development of children's books, the importance of establishing friendship between children and books, the child and art, the importance of music, the theater and plastic arts in the life of children and, finally, the importance of holding competitions and awarding prizes for children's books.

COMMITTEES

Syllabuses - Teachers Training Institutes - Competencies

46. A.R.E., The National Center for Educational Researches, "Work and Tasks of the Committees for Amending the New Syllabuses at the Men and Women Teachers Training Institutes", (Maham Wa-A'mal Lijan E'adat Al-Nazar fi Ta'deel Al-Manahej Al-Jadeedah Bi-Dour Al-Mou'allimeen Wal-Mou'allimat), Cairo, 1979, 7 pages (Stencil) + appendix.

This document is made up of five parts. The first indicates the method and bases used in setting up these subject committees and to what extent use can be made of inspectors working in this field.

The second part defines the tasks to be fulfilled by each committee regarding the subjects and syllabuses of the first six forms.

Part 3 determines the sources of information, documents, plans, current syllabuses, and the role of the Committees in this field.

Part 4 provides for the number of committee sessions, the date set for concluding this work, and the papers which each committee is required to submit at the end of its work.

Part five enumerates the tasks of the plan and supervision committee and determines the dates of its meetings.

The document ended with an appendix including a list of the names of committees for amending syllabuses of men and women teachers training institutes, the names of the chairman, rapporteur, secretaries, and members of each committee.

DEMONSTRATORS

Tasks

47. Khalaf Allah, 'Abdul-Ghani, "Do Not Deprive Demonstrators of Work That Polishes Them for the Future", (La Tahremou Al-Mou'edeen Min A'mal Tasqelohom Lil-Moustaqbal), In "Al-Akhbar", 28th year, Issue No. 6453, (July 18, 1979), p. 12.

The writer starts by presenting the method used in Egyptian universities to prepare demonstrators and assistant-teachers and the interest of Egyptian universities in scientific research and in academic degrees.

Then the writer proceeds to speak of the importance of having demonstrators take part in correcting the examination papers of students and allowing them to give lectures in the sections of their academic specialization, indicating in this respect the effect of such training on their future careers.

The writer also proposes means for preparing demonstrators to take over the tasks of teaching in future, concentrating on the importance of having a limited number of these demonstrators supervised by each professor to train them on the various scientific, social and cultural activities.

Finally, the writer speaks of the importance of calling upon demonstrators to give lectures under the supervision of professors and correct some examination papers after being shown the criteria for such corrections. At last, he devises means of assessing the work of these demonstrators.

EDUCATION

Children - Philosophy

48. Ahmed, Sa'd Morsi, "A Philosophical Thought of Upbringing an Angry Child", (Fikr Falsafi Li-Tarbeyat Tiflin Ghadeb), Cairo, "'Alam Al-Kutub", (The World of Books), 1979, 220 pages.

This book, as the introduction states, is a series of events that occur in the mind of an ever-angry child, who is being observed by the author in several situations and whose ideas, pains and aspirations are recorded by him.

At the outset, the author asserts the importance of providing the sons of Egypt with sound upbringing, and the role of the society towards them so that they may be able to develop life through the objectives of education, its philosophy, its policy, its planning, and the methods of implementing it.

The book comprises three parts, the first entitled "coma", reviews some of the diaries indicating the feelings of a sane child in a moment of anger, referring here to some of the modern educational trends and means of applying them through the exchange of ideas of some characters.

The second part deals with the convalescence of a child and his ideas at this stage.

Then in the third part entitled 'recovery' the author presents the visions and smiles of the feeling of recovery of a child and his outlook to nature and imagination.

Development

49. 'Abdul-Salam, 'Ali Zein Al-'Abedeen, "Education, Paying Attention to the Top and Not the Base", (Al-Ta'lim Intemamon Bil-Qemmah Doun Al-Qa'edah), In "Al-Akhbar", 28th year, Issue No. 8447, (July 11, 1979), p. 5.

The writer starts by indicating the erroneous principle and method applied in the expansion of university education under the pretext of satisfying the needs of outer markets, referring to the importance of taking into consideration the future of those specialized graduates when they return home from abroad.

Then he explains the objectives which should be considered upon establishing new universities, underlining the necessity of having them solve the problems of the region by providing it with the necessary qualified cadres and by acting as lighthouses for cultural and civilizational enlightment in it.

The writer also tries to show how far these objectives were taken into consideration upon establishing universities in Egypt over the past 15 years and speaks of free education applied in all stages of education giving his own reasons for believing that education in the first stages is not free. He indicates the importance of having free university education granted only to distinguished students and how such a procedure would solve the problems of higher education.

Concluding, the writer underlines the necessity for giving due care to education in its early and later stages of specialization.

50. Al-Qousi,'Abdul-'Aziz, "Education Between Partial and Comprehensive Remedies", (Al-Ta'lim Bina Al-'Elajat Al-Gouze'yah Wal-Shamelah), In "Al-Ahram", 105th year, Issue No. 33847, (August 12, 1979), p. 7.

At first, the writer indicates the importance of studying the educational system, its relation to the surrounding systems, its influences and the parts of the system and their interrelation, then speaks of the demographic, economic, social, political and cultural structures, their effects and relations to the educational system in Egypt and the importance of finding long-term permanent solutions side by side with urgent solutions.

The writer further asserts the importance of reconsidering the organization of the administration and cost of education, schools, syllabuses, educational aids, types of education, students, teachers and buildings, and means of assessment. planning and follow-up.

In this respect, the writer refers to the framework for developing education, affirming the individual's right to education, the future objectives, the role of the agencies concerned with development and its researches, social justice, the importance of creating the favourable atmosphere for the transfer from one pattern of education to another, and the necessity of promoting both the internal efficiency of education without waste and the external efficiency.

The writer, finally, deals with permanent education, the importance of having a comprehensive educational policy, and having the citizens at all levels express their opinion so that their sense of ownership and belonging to the educational institutions of the state may be promoted. He also discusses flexibility and vitality of educational systems.

51. Soliman, 'Abdul-'Aziz, "The Change Expected in the System of Education", (Al-Tahawol Al-Montazar fi Nizam Al-Ta'lim), In "Akhbar Al-Youm", 35th year, Issue No. 1815, (August 18, 1979), p. 8.

The writer starts by indicating the impact of the meetings which the President holds with various sectors of the masses, on affirming the inevitability of development and change in many fields, including education.

The writer then reviews the objectives which education has to achieve and asserts its role in producing the required cadres, in creating ideological raproachment between the various classes, in solving national problems, in increasing productive sufficiency, and in eradicating illiteracy.

The writer also reviews some of the views which call for enforcing certain fees on education, indicating the dangers of such a step, and what should be done in this respect, indicating the responsibility of the specialized authorities, the ministries, the organizations, the various bodies and the trade unions in promoting the efficiency of education and in overcoming the problem of illiteracy.

Finally, the writer emphasized the necessity of collaboration of all to solve the problems of the society and to develop it by applying sound scientific methods.

52. Al-Gammal, 'Ali Hamdi, "Education ... An Issue for Discussion in the Gatherings of the Different Classes of the People", (Al-Ta'lim ... Mawdou' Ejtema'at Moukhtalaf Tawa'ef Al-Sha'b), In "Al-Ahram", 105th year, Issue No. 33859, (August 24, 1979), p. 1 & 3.

This article is divided into two parts, the first of which deals with education at home through information media, particularly the television and radio programs which have become an integral part of daily

life, and defines the role of the Television and the educational cultural and disciplinary programs which it is called upon to present, indicating the difference between Television and cinema, and how these programs viewed by the young generation and youth in every home should be like.

In the second part, the writer discusses education inside the school and presents his own opinion regarding the importance of changing education to keep pace with scientific development, and of providing students with subjects that broaden their thinking and help them comprehend and understand, and the results of this amendment of programs on the standard of admission into universities, graduates, the state's committment to appoint them, and on increasing all types of technical education.

53. Metawi', Ibrahim 'Esmat, "A Perspective for Reforming Education", (Tasawour Li-Eslah Al-Ta'lim), In "Akhbar Al-Youm", 35th year, Issue No. 1817, (September 1, 1979), p. 8.

After reviewing features of the present circumstances in Egypt, the writer specifies the impact of the July 23rd and May 15th revolutions as well as the use of science in effecting a change in all fields of life on changing the outlook to education.

The writer then defines some of the problems of education in Egypt, concentrating on the problems pertaining to nurseries, primary, preparatory, secondary, higher and university education.

The writer further enumerates the institutes that train teachers and calls for reconsidering their number and training. Then he presents his own ideas for reforming education, indicating the importance of: defining the present situation, the studies of the present job structure, mobilization of the efforts of all agencies, councils and faculties to attain the desired targets and paying due care to the technology of education, methods of intensive education, comprehensive libraries and to the role of all these elements in reforming the course of education in Egypt.

54. 'Abdul-Razik, Karima, "A Working Paper to Reform Education in Egypt", (Waraqat 'Amal Li-Eslah Al-Ta'lim fi Misr), In "Al-Akhbar", 28th year, Issue No. 8499, (September 10, 1979), p. 4.

The writer quoted the comments of the Minister of Education regarding the features of reform mentioned in "The Working Paper for the Reform of Education in Egypt", and his emphasis on the importance of reforming education as a whole as well as the importance of linking education with the society.

The Minister proposed discussing the problems of education at all levels of the people. Then the writer reviewed the statement of the Minister regarding the present status of the different types and stages of education as mentioned in the working paper.

The writer also explained what the Minister had said regarding the points that should be taken into consideration to effect this change and means of attaining it.

The writer proceeded to review the Minister's statement regarding the features of change in the field of basic compulsory, general secondary and higher and university education.

Finally, the writer quoted the Minister's statement regarding features of change for teachers and the importance of unifying the sources of training them and linking their promotion with their qualifications.

55. Imbabi, Mohammed, "General Education Faces the Wind of Change", (Al-Ta'lim Al-'Am Youwajih Riyah Al-Taghe'ieer), prepared by Mohammed Imbabi and Ref'at Fayad, In "Akhbar Al-Youm", 35th year, Issue No. 1819, (September 15, 1979), p. 6.

The article presents the interview with the Minister of Education regarding the problems of education in general, and quotes his opinion regarding the position of primary education particularly as regards the inability of accepting all students in the compulsory stage of education, the aspects of inequality between the cities and villages in the field of primary education, the percentage of schools that work two shifts a day, methods of education, and examinations for this stage.

As regards preparatory education, the article quotes the Minister of Education regarding the deficiency in material, human potentialities at this stage, and in scientific fields as well as the absence of the necessary syllabuses to depict and promote students interests and inclinations.

The writer then quotes the statement of the Minister of Education concerning the extension of the period of compulsory education, cancelling the primary certificate, experimenting with the system of basic education, and introducing some vocational subjects at this stage.

After an expose of the shortcomings of the secondary stage of education, the writer then refers to the importance of having the plans of study at this stage include some practical application and vocational culture, reviewing the statement of the Minister of Education regarding the shortcomings of technical education, and the necessity of upgrading the standard of the graduates of this stage, and suggesting methods that should be applied to achieve this end.

56. Fayad, Ref'at, "Dialogue with the Heads of Universities Regarding Their Ideas to Develop Education", (Hewar Ma' Rou'asa' Al-Jame'at Hawla Tasawourihem Li-Tatweer Al-Ta'lim), In "Akhbar Al-Youm", 35th year, Issue No. 1820, (September 22, 1979), p. 4 + 15.

The article starts by showing the impact of the meeting held between the Minister of Education and the presidents of universities on the dialogue which took place between these presidents and the staff and professors of the Teachers Training Colleges to present their opinion on this working paper.

Then the article presents the opinion of the President of Ain Shams University on "The Paper to Develop Education", who indicates how far this paper used the actual situation as a base for development.

Then the writer shows the interest which the paper pays to stereotyped education and reviews the opinion of the Vice-President of Cairo University regarding the working paper, and presents his opinion regarding the development of education, asserting the importance of paying due care to training teachers, expansion in industrial education, confining the teaching of foreign languages to the secondary stage and to one language only and reconsidering the situations of private education.

Then the article reviews the opinion of the President of Zagazig University, regarding the development of education, indicating the importance of expansion in decentralization in education, paying due care to the establishment of vocational training institutes and to restricting general education.

Then the article considers the opinion of the President of Helwan University who calls attention to the importance of paying due care to the comprehensive school.

Finally, the article presents the opinion of the President of Suez Canal University who underlines the importance of confining the primary and the preparatory stages of education in one stage, and dividing study in this stage to three sections, theoretical, training and elementary, showing how this procedure would encourage students to join technical secondary education.

57. 'Abdul-Ghani, 'Abdul-Meguid, "On the Issue of Education, A Word From the Editor", (Hawla Qadeyat Al-Ta'lim - Kalimah Min Al-Mouharer), In "Akhbar Al-Youm", 35th year, Issue No. 1620, (September 22, 1979), p. 8.

After indicating the importance of discussing the issue of education at the national level, and the impact of education on the present and future of Egypt, the writer proceeded to discuss the Paper for the Development of General and Technical Education, showing the facts and views it included, and how discussing them may affect the future of education in Egypt.

The writer then dealt with higher and university education, indicating the effect of General Secondary Certificate exams and expansion in the establishment of universities on students' rush to join this type of education, and the graduation every year of large numbers of students from the various faculties of universities in Cairo and the capitals of some governorates.

The article also asserts the importance of directing young men to join vocational training institutes, and young girls to train for secretarial work, mentioning the fields of work in which Egypt needs thousands of workers. Finally, the writer reviewed the impact of this trend on alleviating the burden of faculties and universities and on raising the standard of university graduates.

58. The Minister of Education Speaks of Doveloping and Modernizing Education in Egypt, In "Al-Rayed",(The Teachers Magazine), 24th year, Issue No. 34, (September 1979), pp 19-21.

The article starts with a review of the civilizational role of Egypt and the commencement of regular schools therein several centuries B.C. Then the article asserts the importance of providing education to the masses of the people and explains the social, cultural and political aspects of the society that affect education, concentrating on the impact on education of the July 23rd Revolution, the May 15th Rectification Revolution and the October 1973 Victory.

Then the article mentions the number of students and teachers in Egypt and the projects and programs implemented by the government, referring to the budget of Egypt and its percentage to the gross national product and the gross budget of services.

Finally, the article deals with the paper on the development and modernization of education, explaining its context and the role of teachers in the development and modernization, which are due to take place according to the discussion of the paper at all levels.

59. Radwan, Mohammed Mahmoud, "Paper on the Development of Education", (Warakat Tatweer Al-Ta'lim), In "Al-Rayed", (The Teachers Magazine), 24th year, Issue No. 34, (September 1979), p. 20.

At first, the writer spoke of the reasons which necessitated preparing the paper on the development of education and the methods applied in preparing it. He then enumerated the authorities and organizations to which this paper was submitted for consideration and study in an attempt to visualize the future of education in Egypt.

The writer also defined the role which the teachers syndicate could play in explaining this paper to teachers so that they may give their opinion regarding the points of view it presented. He underlined the importance of teachers opinion in everything related to the development of education, gave his reasons for accepting their opinion and indicated the impact of having teachers, headmasters and supervisors take part in education, in preparing exams and in participating in administrative affairs on affecting their opinion regarding the development of education in Egypt.

Finally, the writer specified the bases that should be followed in the future to develop education, explaining in this respect the importance of the development of education on the future of Egypt as a whole.

60. A.R.E., Ministry of Education, "A Working Paper on the Development and Modernization of Education in Egypt", (Waraqat 'Amal Hawla Tatweer Wa-Tahdeeth Al-Ta'lim fi Misr), Cairo, the Minister's Office, (September 1979), 72 pages.

This five-chapter document speaks at first of the real development of society, its human, cultural, social, economic and political components, explaining the position of education regarding these components, asserting the importance of education in preparing the individual and guiding the community, and then reviewing some of the articles and provisions of the constitution on education.

Chapter 2 deals with the educational situation in Egypt, referring to general, technical and private education, teaching staff, syllabuses, school books, buildings, equipment, educational aids and meals.

In chapter 3, the document indicates some of the causes for changing and innovating education in Egypt, mentioning some lessons, syllabuses, and theories that effect change and orient future work.

Chapter 4 enumerates the strategies of educational change, referring to the qualitative expansion in education, its limits, internal and external efficiency, priority of adult literacy, priority of education in backward regions, newly-established communities, liberated lands, and deserts, and affirms the importance of paying due care to irregular education.

Chapter 5 speaks of the features of the education of an individual and programs to attain it, referring to the new concept of permanent education, education within the framework of comprehensive socio-economic development, the new educational evaluations and the resources of education. It also presents the proposed programs to attain this comprehensive change in education.

The document concludes by affirming the necessity of innovating and improving education and indicating the role of the national and popular organizations in this respect.

Development - Military Faculties

61. El-Sebai'e, Labib, "Developing Education in Military Faculties", (Tatweer Al-Ta'lim Bil-Kulliat Al-'Askareyah), In "Al-Ahram Al-Eqtesadi", (September 1, 1979), Issue No. 577, pp. 40-41.

After discussing the issue of developing education in military faculties and the effect of such a development on the structure of the armed forces, the article reviews the objectives of developing and changing the syllabuses in such faculties, and enumerates the benefits which both the graduates and the armed forces would gain as a result of this change.

The article then presents the statement of the Dean of the Military Faculty regarding the importance of prolonging study in the faculty, and the impact of such a procedure on the cadets and the faculty.

The article further discusses teaching and supervision, and the terms of admission into these faculties as mentioned by the Dean.

Finally, it reviews the requirements which should be fulfilled by those wishing to join the faculty of the Air Defence.

Philosophy

62. Fahmi, Mohammed Seif El-Din, "The Educational Theory and Its Philosophical and Psychological Origin", (Al-Nazareyah Al-Tarbaweyah Wa-Osouliha Al-Phalsafeyah Wal-Nafseyah), Cairo, The Anglo-Egyptian Book-Shop, 1979, 145 pages.

After explaining the difference between the educational theory and the philosophy of education and their interrelation, attempting to present a clear concept for the meaning of "theory" in education and defining its philosophical and psychological origin, the author deals with the educational theory and the ideas it includes and its different types in ten chapters.

The writer then deals with the idealistic, realistic, Christian and Islamic theories of education, speaking later on of the senseous realistic theory, the principle of correlation between senses and warning, the most important positive aspects, and some negative aspects of this theory.

He further discusses the natural romantic theory and the inevitable biological theory of education. Finally, he deals with the behavioral theory and its applications in class.

The writer also refers to the behavioral concept of determining objectives and the elements it comprises, and mentions programmed education, reinforcements, right response, the process of assessment, the questions which should be included in examinations from the point of view of the behavioral theory, showing how incentives and awards reform behavior.

Problems

63. "Address of the Doyen of the Teachers Syndicate at the Meeting with the President", (Khetab Nakeeb Al-Moua'limeen fi Liqa' Al-Sayed Al-Ra'eis), In "Al-Rayed", (The Teachers Magazine), 24th year, Issue No. 3, (September 1979), pp 3-7.

At the outset of the address, the Doyen referred to the warm welcome which he was accorded in seven American states. Then he spoke of the Teachers Syndicate and its relations with the present political organizations and the Ministry of Education, underlining the importance of defining and assessing these relations.

Then he reviewed the problems of education in Egypt, the impact of wars on aggravating them, the importance of linking work to education, the adoption of the comprehensive school system, the necessity of effecting a balance between education and the manpower needed, the importance of setting up a fund to finance education to which the people would contribute, and how this can solve many of the education problems.

He then expounded the problems of university education, the impact of admitting a large number of students into universities, and of the high percentage of students who fail more than once, on aggravating the problem. Finally, he referred to means of overcoming these problems, the role which teachers can play in attaining this end, and presented his opinion on means of overcoming the problems of the teachers themselves.

64. 'Emara, Bouthaina Hassanein, "Some Problems of Education and Radical Solutions for Them", (Ba'd Moushkilat Al-Tarbeyah Wal-Ta'lim Wa-Holoul Gazreyah Laha), Cairo, The National Center for Educational Researches, 1979, 13 pages (Stencil).

The introduction indicates the circumstances which led to preparing this study, then the document itself reviews eight problems and the solutions proposed by the researcher for each.

She then refers to deficiency in material allocations spent on education, applying traditional techniques in education, improvising in establishing school syllabuses, absence of clear definite educational targets known to all those employed in the field of education, deficiency in selecting the school content and in the strategy of education, failure in the method of assessing the work of students, disproportion between the number of scientifically - and educationally - qualified teachers and that of students, and finally not choosing distinguished young elements to prepare them for the profession of teaching.

Tasks - Rural Communities

65. 'Othman, Mohammed 'Abdul-Sami, "The Role of Education in Confronting Changes in Values Related to Family Planning in the Rural Community, (A Case Study)", (Dcor Al-Tarbeyah fi Mouwajahat Taghayourat Al-Qeiam Al-Mourtabetah Bi-Tanzim Al-Ousrah fi Al-Moujtama' Al-Rifi, "Dirasat Hala"), Cairo, Teachers Training College, Al-Azhar University, 1979, 182 pages.

- A Thesis for obtaining a Master Degree in Education presented to the Section of the Development of Society, Teachers Training College, Al-Azhar University.

The thesis includes seven chapters. The first deals with the problem tackled by the research and its importance, defines the method, tools and the research plan, determines the role of education and its importance in affecting social change, the most important problems and challenges of the rural communities and the role of education in developing these communities and in confronting the population problem in Egypt.

Chapter 2 explains the social values and the development of their study and definition, indicating the different opinions regarding their interpretation. It determines the heirarchy of values and the impact of education on changing it.

Chapter 3 discusses family planning, the value of giving birth, early marriages and some other values relative to the subject of the research.

Chapter 5 defines the village's geographical, economic, social and cultural features tackled by the research, while chapter six presents the field study conducted by the researcher, indicating the tools of the research, the characteristics of the sample, the exploratory visits, the statistical handling of data and the results.

Finally, chapter 7 asserts the role of education in dealing with social values, related to family planning in the rural community in the light of the field study, showing the role of school syllabuses and activities, and the relation between the community and the school covering, in this respect, the issue of the education of women and its role in family planning and explaining the role of non-school education, i.e. education acquired in mosques, rural clubs, collective units, literacy classes, and family planning centers in this field.

The thesis concludes with the recommendations and a list of Arabic and foreign references which the researcher used.

Technology

66. Gaber, Gaber 'Abdul-Hamid, "Education and Education Technology", (Al-Ta'lim Wa-Technologia Al-Ta'lim), Cairo, Dar Al-Nahda Al-'Arabeyah Publishing House, 1979, 447 pages.

The introduction indicates the purpose and importance of the book and reviews the subjects dealt with in fourteen chapters.

The first chapter is entitled the growth of education and training technology, the second asserts the need for training, and the third presents an educational pattern carried out according to the targets set for it.

Chapter 4 deals with means of defining these targets, while chapters 5 and 6 show means of selecting the right educational technique and audio-visual educational aids.

Chapter seven provides means of adapting students' incentives while chapter eight determines the appropriate educational strategies.

Chapter 9 indicates means of teaching mobility skills, and chapter 10 covers means of assessing education. Chapter 11 indicates the relation between educational assessment and measuring.

Chapters 12 and 13 are devoted to discussing the various types of measurement, while chapter 14 deals with administration through educational objectives.

At the end, the book includes a list of Arabic and foreign references.

EDUCATION DAY

67. "An Important Historical Speech by the President of the Republic on the Occasion of Education Day", (Khetab Tarikhi Ham Lil-Sayed Raeis Al-Jomhoureyah fi 'Eid Al-'Elm), In "Al-Rayed", (The Teachers Magazine), 24th year, Issue No. 3, (September 1979), pp 13-17.

At the beginning of his address, the President reviewed what has taken place at his meeting with the university staff, and indicated the importance of having a sound start for the reconstruction of Egypt and reshaping of the life of Egyptians, affirming the role of teachers in this respect.

Then the President highlighted the importance of reorganizing the system of education in Egypt so that it may keep pace with the current development.

The President also underlined the necessity and importance of participating in the study of the paper on the development of education. He elaborated the impact of having students go out to the fields and factories on effecting their respect for manual work, and asserted the importance of implanting faith in the hearts of young children, and teaching them to respect their parents as this revives the spirit of the family.

Concluding his speech, the President mentioned the efforts which he himself shall exert to improve the pension of teachers.

EDUCATION AND DEVELOPMENT

68. Nofal, Mohammed Nabil, "Education and Economic Development", (Al-Ta'lim Wal-Tanmeyah Al-Eqtesadeyah), Cairo, The Anglo-Egyptian Book-Shop, 1979, 257 pages.

The introduction indicates the role of education in changing conditions in developing countries, then reviews the subjects of this book which are covered in 9 chapters and a conclusion.

The first chapter deals with the problem of underdevelopment, the second with its reasons, the third with the relation between growth and development, and the fourth with the human element in economic development.

Chapter 5 reviews means of assessing the economic value of education, and chapter 6 indicates the relation between development, work, and education.

In chapter 7, the author enumerates the problems of manpower and employment in the developing countries, and presents in chapter 8 means of developing rural communities.

The 9th and last chapter is devoted to discussing the problem of progress, the variables which affect it, the relation between progress and modernization, the reasons behind the failure of modernization movements, and finally the psychological characteristics of modern man.

In conclusion, the author shows the relation between development and educational strategies in the third world. This is followed by a list of Arabic and foreign references.

EDUCATIONAL AIDS

Adult Education - Radio

69. Shukri, 'Aida, "The Optimal Use of Radio in Eradicating Illiteracy and in Adult Education", (Al-Istekhdam Al-Amthal Lil-Radio fi Mahwe Al-Ommeyah Wa-Tal'im Al-Kibar), In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp 193-203.

This is a review of an Egyptian experiment to teach illiterates through mass media, as presented in a radio program which started in 1969 and is still going on.

The writer indicates the success of this program, the esteem prizes it has won in international contests, explains how this experiment is a combination of the information and the education

movements, and shows how it has used sound with a printed book which takes several points into consideration to attain its ends.

The writer then enumerates these points and refers to the technical aspect of preparing the educational material and the methods of follow up and evaluation.

Child - Radio and Television

70. Gamal, Abu Rayah, "The Rights of Children Through Radio and Television Programs", (Hoqouq Al-Tifl Min Khelal Baramij Al-Atfal fil-Eza'a Wal-Televisione), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 11 pages.

At the outset, the writer refers to the United Nations approval of the International Declaration of Child Rights, mentions its ten articles, and speaks of choosing 1979 as the International Year of the Child and reasons for such a choice.

He then enumerates the problems of the Egyptian child and the efforts exerted at all levels to solve them, referring to the importance of paying due care to these efforts and to the role played by the Radio and Television in the field of information and spreading knowledge on child upbringing.

The writer further presents a model method in which he defines the role of the Television in upbringing children, and the programs it should present, according to this method so that it may soundly play its role.

He also deals with programs speaking of children and those speaking to them, asserting the importance of interviews and discussions with parents and officials in this respect.

Finally, the writer presents his own idea of how planning these programs should be like, determining the role of all those concerned in the Radio and Television, and proposing the setting up of a committee of specialists and experts to consider child affairs and to draw their basis, defining its tasks regarding programs directed to children and those in charge of them.

Children - Television

71. 'Abdul-Razik, Maged, "How Can We Develop Children's Television Programs? And How Can UNICEF Participate in Achieving This Aim?" (Kaifa Nanhad Bi-Baramij Al-Television, Wama Howa Door Mounazamet Al-Unicef fil-Mousahama Li-Tahqeek Zalik?), Cairo, General Directorate for Children's Programs, 1979, 5 pages.

At first, the document reviews some trends to promote children's television programs, asserts the importance of benefiting from the writings of specialized writers in children's programs and mentions the role of planning to satisfy children's requisites in the different stages of their lives.

The document also underlines the importance of controlling the manuscripts of programs presented to children and mentions the guarantees to ensure such a control, referring to the specifications and types of material that could be televized, and the role of the announcer and his personality.

As regards the times of transmitting children's programs, the document affirms the importance of choosing appropriate times for them, mentioning means of benefiting from the experiences of developed countries in this field, and reviewing some of the technical regulations in recording.

Finally, the document points out the role of UNICEF - what it can offer in this field, and how it can contribute to informing the Egyptian child and to promoting programs addressed to him.

EDUCATIONAL DECISIONS

Problems of Issuing

72. Shenoudah, Emil Fahmy, "The Educational Decision Between Centralization and Decentralization, A Future Study", (Al-Qarar Al-Tarbawi Bein Al-Markazeyah Wal-Lamarkazeyah, Dirasah Moustaqbaleyah), Cairo, The Anglo-Egyptian Book-Shop, 1979, 318 pages.

The first chapter of this book presents the topic of research, its importance, hypothesis and methodology, while the second chapter reviews the development of the concept of decisions, the direct meaning of the educational decision, the basic steps which the decision maker should follow, his knowledge of the bases of the successive educational decisions, their sections and their types.

In chapter 3, the author speaks of the sound educational decision, the importance of developing and promoting educational administrations in Egypt, and the various steps of making a decision and following it up.

Then in chapter 4, he shows how decisions are made in the departments of educational planning, organization, coordination, guidance, communication, and leadership, and administrative control, indicating the importance of decisions in the fields of educational administration.

In chapter 5, the author defines centralization, decentralization and authorization in adopting educational decisions, while in chapter 6 he speaks of centralization and decentralization in adopting educational decisions in comparative applications, giving example of the United States as a model for decentralization and Japan as a model of centralization, referring here to the bases of the American atmosphere and its relation to the standard of educational administration, and mentioning the dominant values of the Japanese society which led to centralization in decision-making and its development.

Chapter 7 indicates the scope of the Egyptian experiment in adopting educational decisions, referring to the impact of studying the Egyptian environment with its geographical, family, social classes and demographical aspects on the decision-making in Egypt.

Chapter 8 assesses the trend towards centralization or decentralization at the various levels of educational administration in Egypt. In this chapter the author uses the 'Delfay Method' in investigating the patterns of educational decisions and means of taking them, and how far they are suited to the nature of the Egyptian society at present and in future, and indicates how this method is not applied still in the educational studies in Egypt.

While chapter 9 speaks of these basic criteria to measure the centralization of decision making in Egypt at present, chapter 10 presents those of decentralization.

In the last three chapters, the author discusses the criteria related to the attitude of centralization and decentralization in adopting a decision in Egypt up to the year 2037, on the bases that by then 200 years would have elapsed since the establishment of the central educational administration in Egypt in 1837.

The author has proposed some recommendations and suggestions pertaining to taking a sound educational decision.

Researches and Studies

73. Al-Gayyar, Sayed Ibrahim, "Studies on Educational Innovation", (Dirasat fi Al-Tajdeed Al-Tarbawi), Cairo, Gharib Book Shop, 1979, 137 pages.

This book comprises four studies. The first speaks of educational innovation and its meaning in a historical synopsis since the combination of the theoretical and practical trends in the Islamic era and up to the modern concept of innovation, reviewing in this respect its characteristics and basic scopes, indicating justifications for the invasion of this concept of educational thought, and discussing the differences between scientific and industrial innovation, on the one hand, and educational innovation, on the other.

Then this first study follows up the issue from the bases of planning up to methods of implementing this educational innovation, its applications, its follow up and its assessment by the student, the teacher and the administrator and, finally, concludes with a future outlook on educational innovation.

The second study is on the scientific trend in education with reference to science and education, their interrelation, the scientific method and how modern technological development provided education with modern materials, equipment and techniques, referring in this respect to the efforts exerted to adapt them to the needs of scholars. It also discusses the responsibility of education in developing situations, trends, the deepening of education as a way of thinking and a tool to confront problems, and explains means of attaining this end, and how scientific knowledge and its technological applications may be set up. Finally, it reviews modern trends of science and their impact on education.

The third study deals with educational investment, the economic outlook to education, referring to education as an investment process, affirming the role of education in developing human resources, assessing the educational output, indicating the relation between education and economic growth and defining the economic forces affecting education.

The fourth study comprises models of educational innovations through which the author analyzes the educational systems and then it speaks of educational technology and permanent education.

EDUCATIONAL OBJECTIVES

74. Qeladah, Fuad Soliman, "Educational Objectives and Planning and Teaching Syllabuses, Their Bases, Theories, Divisions and Means of Measuring Them", (Al-Ahdaf Al-Tarbaweyah Wa-Takhteet Wa-Tadrees Al-Manahej, Ososiha Nazareyatiha, Taqsimatiha Wa-Torouq Tadrisiha), prepared by Fuad Soliman Qeladah and others, Cairo, Al-Matbou'at Al-Jadedah Publishing House, 1979, 407 pages.

After defining planning, its approaches, criteria and means of formulating objectives being the first step towards planning, the authors review, in a historical synopsis, the steps of considering the objectives and their development in old and contemporary schools of thought, considering the contemporary scientific attempts to classify educational objectives as a starting point to design the educational expertise for the syllabuse, for teaching and for assessment.

The authors then move on to speak of behavioral objectives, their types, and their relation to the emotional field and different tests. Here a whole part of the book is devoted to science, its nature, and the scope of its objectives in contemporary life, referring to the sections of these objectives, their nature, their characteristics, steps for formulating them, and how to determine objectives that describe the behavior which education seeks to achieve, and those which help determine the output of education through training, and the sources from which they are derived.

Finally, the book deals with education, its types, its relation to teaching, the objectives of teaching subjects and concepts, the basic principles of teaching, their importance, the laws and researches, giving examples of teaching laws, conditions for learning them and their heirarchy.

EDUCATIONAL PSYCHOLOGY

The Arab Personality

75. Gaber, Gaber 'Abdul-Hamid, "Psychological Studies on the Arab Personality", (Dirasat Nafseyah fil-Shakhseyah Al-'Arabeyah), prepared by Gaber 'Abdul-Hamid and Soliman Al-Khoudari Al-Sheikh, Cairo, 'Alam Al-Kutub, (The World of Books), 1979, 531 pages.

This book falls in six chapters. In the first, it discusses the process of social upbringing, means and methods of studying its relations to the various variables, and presents a comparative field study of the parental trends and means of social bringing up conducted on three Arab samples and another field study on parental trends of child upbringing.

Chapter 2 deals with psychological trends, theories of modern trends, their ideas, and the basic factors in this respect, reviews some of the studies which have been conducted to measure psychological trends in some Arab Countries, and presents the results of a study on the psychological trends of teachers in the Arab Republic of Egypt.

Chapter 3 includes a group of studies on values preceded by a theoretical introduction on values, their kinds and means of measuring them, then it submits the results of some studies on changing values in university education, showing how far this change develops with the advancement of the stages of education and, finally, reviews the differences in values between the two sexes.

Chapter 4 covers the psychological needs, how they may be determined, and the differences of the sexes regarding these needs and the images related to them, while chapter 5 discusses the issue of psychological and social adaptations, its various techniques and the relation between self acceptance and psychological adaptability.

Finally, chapter 6 deals with the personality from a non cultural point of view, after presenting an introduction on the intercultural studies, their means and characteristics as well as a study on adolescent growth.

Children - The Growth of the Process of Classification

76. Hafiz, Nabil 'Abdul-Fattah Fahmi, "The Growth of the Process of Classification in Children at the Nursery and Primary Education Stages", (Nemowe 'Amaleyat Al-Tasneef Lada Al-Atfal fi Marhalat Riyad Al-Atfal Wal-Marhala Al-Ebtedae'ya), Cairo, Teachers Training College, Ain Shams University, 1979, 248 pages + appendix.

A thesis for obtaining a Master Degree in education, presented to the Psychological Health Section, Teachers Training College, Ain Shams University.

The thesis is made up of three parts including six chapters. The first part, comprising the first three chapters, covers the theoretical framework of the thesis.

Chapter 1 indicates the importance of this study, chapter 2 shows the relation between classification and logic and chapter 3 indicates the relation between classification and psychology and reviews previous relevant foreign and Arab studies.

Part two discusses the problem and the pattern used in two chapters. The first one deals with the problem of research, and its hypotheses, explaining the basic concepts used in the thesis and the second, i.e. chapter five of the thesis, defines the nature of the pattern used in the study, its limits, the basis for selecting the samples and explains the tests applied and their sources.

Part three which includes chapter six presents the results and conclusion of the study as well as some educational applications which assert the importance of having the syllabuses and curricula of mathematics and science based on the logical set-up of children so that it may be engraved in their minds, and so that they may be trained on sound scientific thinking based on deduction.

The book concludes with a list of Arabic and foreign references which the writer used in preparing his thesis and several appendices including a copy of the Ain Shams Primary Intelligence Questionnaire, its criteria, and the criteria for the test of drawing a man, and an index for the socio-economic status of the Egyptian family.

Some Psychological Disturbances - The Family Role

77. Kefafi, 'Ala' El-Din Ahmed Mohammed, "The Impact of Parental Upbringing in Causing Some Psychological and Mental Disturbances", (Athar Al-Tanshe'a Al-Waledeyah fi Nasha'at Baad Al-Amrad Al-Nafseyah Wal-Aqleyah), Cairo, Teachers Training College, Al-Azhar University, 1979, 465 pages + appendices.

- A thesis for obtaining a Master Degree presented to the Section of Psychological Health, Teachers Training College, Al-Azhar University.

The thesis is basically made up of two parts. The first covers the theoretical framework, discusses the topic of research, its theoretical basis, theories of psycho-analysis pertaining to the

cause of vocational psychological troubles. It presents studies and researches on the relation between parental upbringing and unstable behavior as well as analysis and assesses some of these studies. Moreover, it explains the terms used and defines some psychological disturbances of children, indicating the purpose, cause and remedy for each.

Part 2 shows how parental upbringing may cause some psychological disturbances from the emperical and clinical points of view, mentioning here the problem, the hypothesis and the tools of research, the sample on which the experiment was conducted, its characteristics, means of selecting it, the procedures of research, the statistical dealings used in controlling the variables of the sample, and the questionnaire to measure parental upbringing.

After presenting and discussing the results, part 2 compares psychometric to psychodynamic results and devices some suggestions and regulations to help mothers and fathers in upbringing their children to avoid psychological disturbances.

Finally, the results of the research and some of the issues it gives rise to are summed up at the end of the research, and are followed by a list of Arabic and foreign references used by the researcher in preparing his study plus appendices on the questionnaire of parental upbringing.

Thinking - The Impact of Training

78. Darwish, Zein Al-'Abedeen 'Abdul-Hamid, "Developing Creative Thinking, An Experimental Study on the Impact of Training on the Factorial Structure of Creativeness", (Tanmeyat Al-Tafkeer Al-Khallak, Dirasah Tajreibeyah Li-Athar Al-Tadreeb fil-Bena' Al-'Ameli Lil-Ebda'), Cairo, Faculty of Arts, Cairo University, 1979, 164 pages.

- A thesis for obtaining a Ph.D. presented to the section of Psychology, Faculty of Arts, Cairo University.

This thesis is made up of five chapters. The first explains the features of the theoretical framework of the study, the second defines the topic of research and its basic branches.

The third then explains the method of research, and the stages of the preliminary application of tests, means of testing the impact of training on the members of the experimental group, and the final application of the tests on both experimental and control groups.

Chapter 4 presents the results of the study which showed the impact of training on the standard of creative efficiency, on individual differences, on differences in features and finally on creative thinking.

Finally, chapter 5 discusses the results of the study and sums up the thesis. This is followed by the appendices which include procedures for deducting intelligence rates, criteria for achievement motives, a description of the creativeness tests applied, criterion for creative trends and a questionnaire on the training program. The thesis ends with a list of the Arabic and foreign references used by the researcher in preparing his study.

EDUCATIONAL TELEVISION

Tasks

79. Al-Halawani, Magie, "The Role of the French Television in General Education, and the Possibility of Benefiting from the French Applications in the Schools and Universities of the Arab Republic of Egypt", Giza, Faculty of Information, Cairo University, 1979, 241 pages.

- A thesis for obtaining a Ph.D. in Information presented to the Radio and Television Section, the Faculty of Information, Cairo University.

The thesis includes eight chapters. The first deals with educational television in developed countries concentrating in this respect on the experiences of the United States of America, the United Kingdom, and Japan.

Chapter two depicted the initiation of the Radio and Television in France. Chapters 3-5 discuss the use of educational television in nurseries, and primary schools in France and its use in preparatory, secondary schools and universities.

Chapter six is devoted to the Television in the Arab Republic of Egypt, showing its activities in the process of education, the role of the Ministry of Education in the project of educational television, the factors affecting students benefiting from televised lessons, why students do not benefit from them and the opinion and suggestions of men and women teachers in these lessons.

In chapters seven and eight, the researcher explains the possibility of applying some of the experiments of the educational television in Egypt in nurseries, preparatory and secondary schools and in universities. The thesis ends with a conclusion and a list of the Arabic and foreign references which the researcher used in preparing the thesis.

EGYPTIAN CHILD

His Status and Needs

80. Soliman, 'Arabi, "Egyptian Child, A Review and Analysis of His Status, His Needs and His Services", (Al-Tifl Al-Masri, 'Ard Wa-Tahleel Li-Awdae'hi Wa-Ehtiajatihi Wa-Khadamatihi), Cairo, UNICEF, Cairo Office, 1979, 67 pages.

In this eight-chapter book, the writer defines the Egyptian child in the first, reviews the changes of society that reflect on his life in the second and discusses the most important socio-economic circumstances that directly affect child plans and services in Egypt in the third chapter.

Then in the fourth chapter, the writer deals with the five-year national plan for 1976-1982, its objectives and strategies which aim at satisfying the needs of the Egyptian child, indicating the basis of the work strategy to satisfy these needs.

The pre-school child (up to 6 years), his status, his health and nutritious needs, and the most important variables which cause nutritional and health problems, and means of helping families to solve them are covered in chapter 5.

Chapter 6, which is devoted to the school child (6 to 18), discusses the problems of education, rates of enrollment, sizes of classes, percentage of students per teacher, sneaking, the difference in the rate of education between girls and boys as well as the economic, health, social and emotional problems which a child faces at this stage of his life and how to overcome them.

Chapter 7 reviews child services, referring to health services, the services rendered by childhood and motherhood welfare centers, particularly in rural areas, and the educational service in the various stages of education.

Finally, chapter 8 presents some statistics on childhood in Egypt, such as the number of children, infant death rate, average income per capital in rural and urban regions and rate of speaking in primary schools.

Researches and Studies

81. Al-Jamal, Yehya, "The Egyptian Child", (Al-Tifl Al-Misri), Cairo, Physicians Syndicate, 1979, 118 pages.

This is a record of the lectures and debates on the Egyptian child which took place in the festival held on March 19, 1979, regarding the health and future of the child, covering such subjects as; child nutrition and its relation to developing the society, contagious diseases of Egyptian children, their education, culture, means of mass communication with them, their aesthetic, psychological and social care, writing for them, and the role of the Arab League Educational, Scientific and Cultural Organization in providing them with culture.

Social Outlook

82. 'Oweis, Sayed, "The Social Outlook at Egyptian Child", (Al-Nazrah Al-Ijtema'eyah Nahwa Al-Tifl Al-Masri), In "Al-Mijalah Al-Ijtema'eyah Al-Qawmeyah", (The Social National Magazine), Vol. 16, Issue No. 1-3, 1979, pp 3-26.

After dealing with Egyptian child in Ancient Egypt, his upbringing and most important aspects related to him, the writer speaks of Egyptian child in the eras of the Romans, of the spread of Christianity, of Islam, and the view of Islam and Christianity in upbringing children and parents' rights and their attitude towards Egyptian child and care for him, determining the cultural and social atmosphere of contemporary Egyptians.

Concluding, the researcher mentions some remarks of interest in Egyptian child, indicating the number of Juveniles convicted in misdemeanors during the year 1977, the number of Egyptian children under the age of 15, child death rate of 1972, its causes, and the percentage of child education in 1973.

ENGLISH LANGUAGE

Teaching - Primary Schools

83. Fahmi, Ibtesam Moustafa, "The Problem of All Problems in Teaching the English Language in Primary Schools", (Moushkilat Al-Mashakil fi Tadrees Al-Lougha Al-Englizeyah Bil-Madaris Al-Ebteda'eya), In "Al-Akhbar", 28th year, Issue No. 8459, (July 25, 1979), p. 5.

At the outset, the writer explains the importance of languages in bringing up the new generation, and indicates what should be done before considering the teaching of the English language in the primary stage, concentrating in this respect on the importance of having specialized qualified teachers, setting appropriate objectives for teaching this language, providing text books and changing the syllabuses in the next stage to be in accordance with teaching the English language in the primary stage.

The writer then deals with the importance of having such a large number of students in this stage, of the density in classes, dropping out of school, the differences in the awareness of parents, and the absolute deficiency in the teachers of this language upon introducing its teaching in the primary stage.

Finally, the writer indicates the importance of carefully determining the objectives of teaching the English language in the primary school and of overcoming the problems of primary education by providing the necessary staff before considering the teaching of the English language in the primary stage.

ENGLISH LANGUAGE TEACHERS

Duties - Technical Schools

84. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 9 Dated 29/9/1979 Regarding Directives to the Teachers of the English Language in Secondary Technical Schools (Industrial, Agricultural and Commercial) in the School Year 1979/1980", Cairo, Office of the First Under Secretary for Technical Education, Ministry of Education, 1979, 4 pages (Stencil).

The introduction of the circular shows the importance of informing the sectors of technical guidance of the directives contained in this

degree, and the necessity of informing teachers of the English language in the commercial, industrial and agricultural technical schools as well of these directives.

The directives deal with the importance of using the basic school text-books and the topics on which essays, compositions, comprehensions, and sentence structure are to be based.

They also discuss the role of the teacher in enabling his students to express themselves well in English, and the steps that should be followed to attain this goal.

Finally, the circular enumerates the procedures which English language teacher should follow in preparing his lessons, and the points he should concentrate on. The directives also define the role of inspectors in this respect.

ERADICATION OF ILLITERACY

85. Fateh El-Bab, Sanaa, "Illiteracy and the Assessment of Illusion", (Al-Ommeyah Wa-Taqneen Al-Wahm), In "Al-Akhbar", 28th year, Issue No. 8481, (August 20, 1979), p. 12.

The writer starts by reviewing the program of the National Action to eradicate illiteracy and the causes behind the failure of the national project to eradicate illiteracy, underlining the importance of transferring the responsibility of eradicating illiteracy to the governors and giving reasons for this.

The writer then deals with the popular project to eradicate illiteracy through self-efforts adopted by the National Democratic Party and the role of the various ministries and students unions of universities and higher institute in implementing it.

Finally, the writer indicates the impact of illiteracy on the projects of family planning, health projects, and the battle of production and calls upon all information media and all organizations to play a positive role in this literacy campaign.

86. Fateh Al-Bab, Sanaa, "Who Eradicates the Illiteracy of Whom", (Man Yamho Ommeyat Man?), In "Al-Akhbar", 28th year, Issue No. 8475, (August 1979), p. 12.

After discussing the problem of illiteracy in Egypt and the necessity of eradicating it, the writer deals with the literacy plan which was initiated in 1965 and continued until 1979, its components, the stages of its execution, the aid it received from UNESCO and the reasons for its failure.

The writer reviews the results of the conference of the Education Committee of the People's Assembly held in May 1977, which indicated the failure of this plan. He then presents the new plan (1979-1989), stages of its execution, its total cost, and the cost of eradicating illiteracy per person, means of implementing it and how similar they are to those applied in the previous plan which proved to be a failure.

Finally, the writer calls attention to the importance of popular efforts in the field of eradicating illiteracy, showing the impact of using this method in eradicating illiteracy in two years.

87. Ibrahim, Mohammed 'Abdul-Meguid, "Illiteracy and the Difficult Path", (Al-Ommeyah Wal-Tareeq Al-Sa'b), In "Al-Akhbar", 28th year, Issue No. 8499, (September 10, 1979), p. 5.

After indicating the influence of the wars which Egypt has fought on its status of education and on aggravating the problem of illiteracy, the writer affirmed the importance of confronting this problem within the framework of comprehensive development, and of adopting the political decision in this respect.

The writer then reviewed the experiences of England in eradicating the illiteracy of the English, referring in this respect to the role played by the state, the authorities, and the scientific and academic organizations.

The writer also emphasized the necessity of linking the political decision of eradicating illiteracy in Egypt to the work plan to be adopted by the party in power. Finally, the writer spoke of the importance of integration between the general system of education and adult education, and the importance of scientific planning in eradicating illiteracy and in promoting consciousness of the necessity therefore.

Experiments

88. 'Ali, Bahiga, "Literacy and its Impact on Social Transformations", (Mahwe Al-Ommeyah Wa-Atharehi fi Al-Tahawoulat Al-Ijtema'eyah), In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp 131-137.

At first, the writer deals with the problem of illiteracy and its spread in the rural, lab our and women sectors of the society and its concentration in the productive age groups, and then indicates means of confronting this problem which obstructs the building of the contemporary Egyptian man.

The writer also speaks of the role of the television and its importance in confronting this problem and its tremendous influence on these sectors referring to the experiment of the Egyptian television in this respect.

The writer then mentions the General Directorate for Adult Education established by the Television in 1963, and its efforts to eradicate illiteracy referring in particular to the 1968 adult education project implemented at the level of the whole country, enumerating the local, Arab and international authorities and organizations which participated in it and assessing its success.

Finally, the writer underlines the efforts exerted by the television to solve this problem among groups of farmers, labourers and housewives and how it explained the targets so that people might be trained to play their roles in the future society.

Information Media

89. Hussein, Samir Mohammed, "The Role of Information Media in Eradicating Alphabetic, Vocational and Cultural Illiteracy and Adult Education in Developing Countries", (Door Wasa'el Al-E'lam fi Mahwe Al-Ommeyah Al-Wazifeyah Wal-Thaqafeyah Wa-Ta'lim Al-Kibar fil-Douwal Al-Nameyah), In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp 204-210.

This study classifies efforts to eradicate illiteracy according to the objectives and techniques used, starting with primary, then vocational, and finally cultural literacy and referring to the techniques used in each. It also indicated the expanded, the massive and the intensified selective techniques.

The writer then defines the role of mass media in vocational literacy, and their double role as means or an intermediary tool to create the social atmosphere in which literacy campaigns may yield their results.

Planning

90. Radwan, Mohammed Mahmoud, "The Problem of Illiteracy in the Arab Republic of Egypt, Its Scope and Planning to Eradicate It", (Moushkilat Al-Ommeyah fi Gomhoureyat Misr Al-'Arabeyah, Ab'aduha Wal-Takhteet Lil-Qada' 'Alayha), In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp 124-128.

The article deals with the problem of illiteracy in Egypt and its impact on production and development plans, referring to the efforts Egypt has exerted since the early years of this century and showing how deficient they were in achieving their goals, giving reasons for such failure by mentioning the lack of scientific planning, the failure to consider the problem as a basic one, deficiency in allocations and dispersion of responsibility.

Then the writer defines means of eradicating illiteracy, asserting the importance of blocking the sources of illiteracy and of launching a national comprehensive literacy campaign. Moreover, he reviews the efforts exerted in both fields, namely expansion in primary education and overcoming the problem of sneaking as well as adopting new educational formulae such as the one-class school.

Finally, he presents a visualization of a comprehensive plan to eradicate illiteracy in Egypt based on a comprehensive campaign in which all national sectors would participate, the role of each and the responsibility of preparing suitable syllabuses and subjects. The writer further indicates means of overcoming the deficiency which he refers to by presenting a method for adult education which satisfies the continuous needs of adults of education and training.

Projects

91. Al-Ansari, 'Abdul-Dayem Al-Baqri, "The Popular Project for the Practical Eradication of Illiteracy in Three Months Through Self-Efforts", (Al-Mashrou' Al-Sha'bi Lil-Qada' 'Ala Al-Ommeyah 'Amaleyan Wa fi 3 Shohour Bil-Johoud Al-Zateyah), In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp 129-140.

This study reviews a proposed project to eradicate illiteracy in all the villages of Egypt in two years in three stages and enumerates the authorities which should participate in it.

It defines the role of the activities of political parties, youth and other groups in implementing it, determines the educational level to be attained in each stage, calculates the benefits of illiterates from such a project and discusses means of providing material and human potentialities necessary for the project.

Finally, it explains the role of supervisors whether individuals or authorities and asserts the importance of granting incentives to teachers and supervisors.

92. Radwan, Mohammed Mahmoud, "Scientific Planning and Seriousness in Execution", ('Elmeyat Al-Takhteet Wa-Jedeyat Al-Tanfeez), on the Occasion of the International Day for Literacy, In "Al-Rayed", (The Teachers Magazine), 24th year, Issue No. 34, (September 1979), pp 38-39.

At the outset, the writer reviews the content of the draft project of the National Literacy Committee of the National Democratic Party indicating its objectives and the role of university students as explained in the draft project. He then sheds light on the obstacles that impede the implementation of this draft project and the importance of training the employees and students who shall be employed in this project before it begins.

The writer also asserts the importance of the faith of those who are learning, of granting awards to encourage teachers to participate in this project and of vocational literacy and linking literacy with work and society at large on the success of the project.

Finally, the writer affirms the importance of studying this draft project and including it in the comprehensive national literacy plan now being considered by the National Council and the effect of all this on the success of the project and the seriousness in its execution.

93. A.R.E., The National Council for Youth Welfare and Sports, the Youth Agency, "Eradicating Illiteracy, the Best Investment for Youth Energy, a Theoretical and Field Study", (Mahwe Al-Ommeyah, Al-Estethemar Al-Amthal Li-Taqat Al-Shabab, Dirasah Nazareyah Wa-Maydaneyah), Cairo, 1979, 114 pages.

The study comprises three parts. Part one includes four chapters and deals with the theoretical approach of the study. The first chapter discusses the problem of illiteracy, and the necessity of eradicating it.

Chapter 2 presents a historical synopsis on the development of illiteracy in Egypt, the scope of the problem, its elements and sources.

Chapter 3 defines the importance of blocking the sources of illiteracy, asserts the necessity of drawing up a national plan to eradicate it, and reviews projects of national mobilization to attain this end, asserting the need for voluntary work in this field.

Finally, chapter 4 explains the role of youth in socio-economic development, and reviews the experiences of both Cuba and the Soviet Union in the field of investing youth energy to eradicate illiteracy.

The second part explains the field study, indicating its objectives, its plan and its means of analyzing data to obtain results. This is followed by a review of the results which show the qualifications of youth taking part in the project for eradicating illiteracy, and asserts the necessity to train youth taking part in the project, and to give them incentives.

The recommendations of the field study then highlight the importance of stimulating the consciousness of young people to take part in eradicating illiteracy, of directing their efforts towards the countryside, of providing the financial facilities and manpower necessary for the project, and of organizing voluntary work in the field of eradicating illiteracy.

Part 3 presents the general recommendations regarding the future of public service in eradicating illiteracy, with reference to some of the benefits which may be gained from experiences of other countries, and determines the youth requirements for work in the field of eradicating illiteracy.

The appendix includes a youth questionnaire regarding literacy projects.

FACULTIES AND UNIVERSITIES

Development

94. 'Othman, 'Abdul-Fattah, "For These Reasons We Demand a Comprehensive Revolution in Universities", (Li-Hazihi Al-Asbab Noutalib Bi-Thawra Shamelah fil-Jame'at), In "Al-Akhbar", 28th year, Issue No. 8447, (July 11, 1979), p. 12.

In the introduction, the writer explains the impact of the current circumstances of the country on reforming the status of university staff and the syllabuses, showing the erratic attempt of immitating universities in developed countries, and indicating the importance of avoiding partial solutions for the problems of universities.

The writer then highlights the necessity of having a general framework for reform, which takes into consideration the prevalent situation and the circumstances of Egypt as a developing country, and defines the bases that should be followed to attain such a reform.

In this respect, the writer mentions the importance of setting up committees at the level of sections, faculties and universities and the necessity of holding a conference for all the universities, trade unions, syndicates, authorities and parties to lay down the bases for the reform of university education.

Finally, the article sheds light on the importance of using the 1975 report of the Specialized National Councils as a working paper for the meetings of these committees and conferences.

Educational Legislations

95. El-Seba'ie, Labib, "The Complete Features of the New Law of University", (Al-Malameh Al-Kamelah Li-Qanoun Al-Jame'at Al-Jadeed), In "Al-Ahram Al-Eqtesadi", Issue No. 573, (July 1, 1979), pp 36-37.

After reviewing the issues and problems which the new law raised in universities, the writer refers to the statement of the Vice-President of the Cairo University on the new law, the independence of universities which it provides for and the role of the Higher Council for Universities and how it should be set up.

The writer also quotes the statement of the Vice-President on the new provisions which the law includes relative to the filling of posts of faculty deans, heads of sections and the staff in general.

Then the writer presents the statement of the President o. Mansoura University on the outcome of the meetings of the committees and conferences held by the university staff to discuss the provisions of the new law, and reviews some of their important results concerning the terms for appointing university staff and their salaries.

Finally, the writer deals with the method that should be followed in appointing university presidents and faculty deans.

96. El-Seba'ie, Labib, "The New Law of Universities Between Advocates and Opponents", (Al-Qanoun Al-Jadeed Lil-Jami'at Beina Al-Moua'iedeen Wal-Mou'aredeen), In "Al-Ahram Al-Eqtesadi", Issue No. 574, (July 15, 1979), pp 50-51.

At the outset, the writer reviews the repercussions roused by mass media regarding the features of the new law organizing universities. Then he mentions the opinion of assistant-professors, teachers and demonstrators concerning the law and the issues they raised in relation to its impact on the instability of the situation in universities, its influence on the heirarchy of posts of the staff, and the injustice they would be subjected to as a result of its application.

The article then quotes the opinion of professors on the system of advertising posts, the present procedures in promoting the staff and its impact on lowering the academic standard and spreading the phenomena of private tutoring.

Finally, the article highlights the necessity of adopting the system of advertising posts at the university and the impact of such a system on promoting the standard of universities and scientific research.

Guides

97. A.R.E., The Higher Council for Universities, "Guide of Universities in the Arab Republic of Egypt", (Daleel Al-Jami'at fi Goumhoureyat Misr Al-'Arabeya), Cairo, 1979, 177 pages.

The guide began with an introduction indicating the reasons for publishing it and showing pictures of the emblems of each university in the Arab Republic of Egypt.

This is followed by the text of the document which includes six parts. The first gives a short historical synopsis of the establishment of university education in Egypt and its development. Part 2 reviews the general system of education in universities and the bodies affiliated thereto in Egypt.

Part 3 is devoted to the affairs of the staff indicating qualifications for their appointment, seconding or despatching on scientific missions or scholarships.

Part 4 deals with students affairs including qualifications for admission, attendance, registration, affiliation, transfer, awards and grants given to students and terms of offering them as well as the services rendered to students.

Part five deals with higher and post graduate studies indicating rules for registration, admission, supervision, and preparation of MA and PhD degrees.

The sixth and last part enumerates the various university sections such as the sections of literature and human sciences, legal studies, economic and political studies, commercial studies, statistical studies, basic sciences, medical studies, pharmaceutical studies, engineering and agricultural studies.

98. A.R.E., The Higher Council for Universities, Research Center for the Development of University Education, "A List of the Faculties of the Universities of the Arab Republic of Egypt", (Bayan Bi-Kulliat Jami'at Goumhoureyat Misr Al-Arabeya), Cairo, 1979, 7 pages (Stencil).

This guide is divided into eleven parts, each dealing with one university, the date on which it was established, its sections, the names of its faculties, the address of each, and in which governorate it is located.

The universities covered by this guide are: Cairo University, Alexandria University, Ain-Shams University, Asiut University, Tanta University, Al-Mansoura University, Zagazig University, Helwan University, El-Menya University, Menoufeya University and Suez Canal University.

Laws

99. El-Seba'ic, Labib, "The Complete Aspects of the New University Law", (Al-Malameh Al-Kamelah Li-Qanoun Al-Jame'at Al-Jadeed), In "Al-Ahram Al-Eqtesadi", Issue No. 573, pp 36-37.

At the outset, the article indicates the state's approval of the scientific, financial and administrative independence of universities so that they may attain their goals, asserting the importance of linking universities to the various aspects of developing the community.

After discussing some of the issues aroused by the new law of the universities, the article then deals with the formation of the University Council, its competencies, the conditions for occupying the post of dean, the conditions to be fulfilled by the one who occupies the post and the term of office as well as the terms for appointing heads of sections and their qualifications.

Finally, the article presents the most important issues raised by the new law organizing universities and repercussions regarding the issue of appointing the teaching staff.

Private Tutoring

100. 'Othman, 'Abdul-Fattah, "Regarding the Problem of Private Tutoring in Universities", (Hawla Moushkilat Al-Dorous Al-Khosouseyah Bil-Jami'at), In "Al-Akhbar", 28th year, Issue No. 8477, (August 15, 1979), p. 15.

At first, the writer shows how private tutoring endangers the sanctity of education, reviews the efforts exerted to put an end to this phenomena in universities and mentions reasons for the failure of these efforts.

He then deals with the present system of examination at universities, indicating their bases and the necessity of amending them to put an end to private tutoring, and the bases for such amendment.

The writer, finally, shows the importance of limiting the number of students admitted into universities and determines the responsibilities of the university staff in eliminating the phenomena of private tutoring.

Problems

101. El-Seba'ie, Labib, "University Education, the Problem and the Solution Regardless of the Deficiency in Faculties", (Al-Ta'lim Al-Jame'ie, Al-Moushkilah Wal-Hal Be'edan 'An Naqs Al-Emkaneyat), In "Al-Ahram Al-Eqtesadi", Issue No. 578, (September 15, 1979), pp 44-45 + 65.

The writer starts by reviewing the problems discussed at the conference held by Cairo University to examine the problems of university education. He quotes the statement of one of the professors at the Faculty of Commerce regarding the huge number of students in the various faculties of the university and how their number is not in proportion with the available material facilities, and the number of university staff.

Then the writer proposes solutions that may help overcome these problems such as the optimal utilization of the available time of the school year and providing universities with the minimum required facilities and tools.

Then the writer moves on to discuss the problems of post graduate studies, the necessity of having both professors and students devote their full time to such studies and the importance of libraries and tools of scientific research in overcoming the problems of post graduate studies.

Finally, the writer calls for the necessity of reconsidering the system of university examinations and explains the method which he proposes to limit the present problems of the existing system of university exams.

102. Abu El-Naga, El-Sayed, "The Plight of Certificates", (Mehnat Al-Shahadat), In "Al-Akhbar", 28th year, Issue No. 8511, (September 24, 1979), p. 5.

The writer started by exposing his personal experience with practical studies when he was sent on an educational mission abroad, more than forty years ago. He compared university education in Egypt then to present university education, giving examples of the faculties of medicine and engineering.

He again compared the number of students and staff in both Cairo University and the American University in Cairo and mentioned the influence of this fact on deteriorating the standard of the graduates of the Egyptian University, and, in the deficiency in the number of technicians.

The writer then reviewed the bases for the development of the Egyptian man, spoke of the low standard of post-graduate education in Egypt and suggested methods that should be applied to promote them. He finally asserted that the state should pay due care to organizing practical courses of study for university graduates, as such studies may help them turn towards some of the technical and vocational careers needed by the society.

Society

103. Moslim, Kamel Zaki, "The University and the Problems of the Society", (Al-Jami'a Wa-Mou[illegible]kilat Al-Mougtama'), In "Al-Akhbar", 28th year, Issue No. 8506, (September 18, 1979), p. 5.

The writer starts by mentioning the role of the university professor inside and outside the university and the impact of this role on orienting scientific researches particularly in the field of application towards solving the problems of the society.

He then speaks of the importance of this orientation in overcoming the problems of the society and in promoting the economy of the country. The writer also shows the impact of the available facilities and the budgets of scientific researches on directing these researches towards academic fields and away from the problems of the society, and the effect of this attitude on society at large.

The writer then proceeds to suggest solutions for this problem referring to the importance of establishing scientific schools at universities to be headed each by a professor, and the impact of such a procedure on directing researches towards solving the problems of the society.

Finally, the writer indicates the role of the state and the society in creating these scientific schools, and the importance of providing necessary facilities for the establishment of such schools in Egyptian universities.

Students - Admission

104. El-Seba'ie, Labib, "The Full Rules for Admitting Holders of Technical Certificates into the Universities", (Al-Qawa'ed Al-Kamelah Li-Qoboul Hamalat Al-Shahadat Al-Fanneyah Bil-Jame'at), In "Al-Ahram Al-Eqtesadi", Issue No. 576, (August 15, 1979), pp 40-41.

The article starts by presenting the terms of accepting the graduates of the various types of technical schools in the faculties of commerce, agriculture, engineering, higher nursing institutes and the faculties of fine and applied arts, and the terms for accepting the holders of the diplomas of the technical commercial institutes, and the special intermediary secretariat institutes in the faculty of commerce.

Then it reviews the five Teachers Training Colleges which the graduates of Teachers Training Institutes may join and the terms of admission in the social service faculty as well as the terms according to which graduates of the institute of the Art Academy may be admitted in the Musical Education Faculty.

Students - Political Activities

105. 'Abdul-Qader, Mohammed Zaki, "Students and Political Activities", (Al-Toulab Wal-Ishtighal Bil-Seiasa), In "Akhbar Al-Youm", 35th year, Issue No. 1816, (August 25, 1979), p. 6.

After referring to what he had previously mentioned in an interview regarding students indulgence in political activities and the importance of keeping universities and higher institutes only as places for acquiring knowledge and education, the writer gave justifications of his view.

He then spoke of the conditions of universities before the July 23rd 1952 Revolution, the influence of these conditions on the struggle inside universities and on ruining the students thought.

The writer also depicted the influence of having various political parties, and allowing them chances to discuss their differences outside the university, on reforming this situation and that of the Egyptian society at large.

The writer concluded by quoting the President's call for devoting universities to knowledge and scientific research only.

University Education - Development

106. 'Abdul-Qader, Mohammed Zaki, "Deficiency and Surplus in University Education", (Al-Naqs Wal-Zeyadah fil-Ta'lim Al-Jame'ie), In "Akhbar Al-Youm", 35th year, Issue No. 1814, (August 11, 1979), p. 8.

At the beginning of the article, the writer reviewed the resolution of the Supreme Council for Universities regarding the number of students to be accepted in universities, showing the increase in this number compared to the number of students accepted in the universities in the previous year, and indicating how this resolution contradicts with the declaration of officials in university education calling for the limitation of the number of students to be accepted in universities, and for the expansion of technical and vocational education.

Then the writer spoke of the importance of preparing technicians and professional tradesmen at present, indicating the need of the society for such specializations, explaining his point of view regarding the necessity of linking university education with the needs of the society, and affirming the role of planning in this respect.

The writer further referred to the importance of laying down a fixed policy of education and the effect of such a policy on doing away with unstability and disorganization which now prevail in the present plans of university education.

FAMILY AND SCHOOL

107. Al-Sa'ati, 'Abla, "The Role of Family and School in Preparing a Child to Venture into the New World", (Door Al-Osrah Wal-Madrasah fi Tahye'at Al-Tifl Liqtiham Al-'Alam Al-Jadeed), In "Al-Ahram", 105th year, Issue No. 33873, (September 7, 1979), p. 7.

This article discusses the importance of the role of the family and school in preparing children for school life, mentioning the stages of such preparation, and dealing with the pre-school stage and the role of the family in satisfying a child's need of love and tenderness, granting him self-confidence, and using toys and games to educate him.

The duties of the family in organizing the life of a child at this stage are also covered by the article, before dealing with the second stage of preparation. In this respect, it asserts the role of the school receiving children for the first time and how schools attempt to attract children.

Finally, the writer affirms the importance of the first school year in the life of a child to his whole educational life.

THE HANDICAPPED

Rights

108. Seif, Sobhi 'Attalah, "Rights of Handicapped Children", (Hoqouk Al-Atfal Al-Mou'awaqeen), Cairo, The Higher Council for the Welfare of Arts, Literature and Social Sciences, 1979, 36 pages.

A study presented to the Seminar on the International Declaration of Child Rights and the services rendered to children on the occasion of the International Year of the Child - 1979.

After defining the "handicapped" and mentioning the type of educational services which they should be provided with in the different stages of education, and the responsibility of the state and the community towards them, the study reviews the international and regional legislations on the rights of the handicapped, and defines the stand of the Arab Republic of Egypt and its departments concerned regarding these legislations and the role of the higher council for the welfare of arts and literature in coordinating and organizing the services rendered by the various ministries and authorities to the handicapped.

The writer also presents some statistics on the different types of handicaps and explains the meaning of special education, its types and the objectives it seeks to achieve.

In the field of handicapped children in the Arab Republic of Egypt, the writer reviews each handicap separately, enumerating the services rendered to students suffering from such a handicap, referring to the blind, medical therapeutic, educational and vocational means of caring for them through Al-Nour (Light) schools and the objectives of these schools.

The writer then deals with the deaf defining types of the handicap and the educational and vocational care extended to the deaf and those suffering from a weak hearing, and referring to the rehabilitation equipment and their role in educating the deaf.

Moreover, the study deals with the mentally retarded, the volume of the mentally-handicapped, and means of distributing them to the various vocational fields. Finally, it speaks of schools, classes and hospitals for children suffering from rhumatism and infantile paralysis.

HIGHER EDUCATION

Problems

109. Ghouneim, Mohammed Moustafa, "The Right Education for the Right Work", (Al-Ta'lim Al-Mounasib Lil-'Amal Al-Mounasib), In "Al-Akhbar", 28th year, Issue No. 8496, (September 6, 1979), p. 12.

At the outset, the writer identified the reasons which led to the delay in reconsidering the traditional system of education, and reviewed the impact of these traditional systems on the accumulation of thousands of graduates of some faculties, and the stand of the state vis-a-vis these graduates.

After explaining the importance of studying this problem and attempting to solve it without sensitivities, the writer reviewed means of reforming education asserting the importance of granting incentives to encourage students to join technical education, and limiting the number of students admitted into university to be in proportion to the available facilities and the influence of these measures, on reforming the course of education in Egypt, and limiting the problems from which it suffers.

ILLITERATES

Problems

110. Salem, Mohammed Al-Mousailihi Mohammed Ibrahim, "A Field Study of the Phenomenon of Adult Illiterates Lack of Interest in Education, A Case Study", (Dirasah Maidaneyah Li-Zaherat Enseraf Al-Ommeyeen Al-Kibar 'An Al-Ta'lim - Dirasat Hala), Cairo, Teachers Training College, Al-Azhar University, 1979, 173 pages + appendixes.

- A thesis for obtaining a Master Degree in education presented to the Section of Community Development, Teachers Training College, Al-Azhar University.

This thesis comprises seven chapters. The first which is a preface and an introduction defines the topic of the research, the community in which it was conducted, the terms used and their definition, the objectives of the research and its tools.

Chapter 2 discusses some of the aspects of illiteracy related to the issue of the research, concentrating on the position of eradicating illiteracy in adult education, the status of illiteracy in the Arab Republic of Egypt, and means to eradicate it, while chapter 3 reviews some of the characteristics of adults, concentrating on the physical, mental, emotional and social characteristics and the motives of adult illiterates for education.

Chapter 4 covers the issue of adult illiterates disinterest in education, and explains the meaning of "Waste" in education, referring to sneaking out school and refraining from study. It also reviews previous relevant studies, researches, conferences and theses.

In chapter 5, the author speaks of the village which was chosen as a sample for the research, explaining some of its characteristics and features. In chapter 6, he deals with the questionnaire he used, the method of interviews, and the means of statistical analysis, and reviews the results of the study which indicate the reasons for the distinterest of adult illiterates in education, referring to their preoccupation with earning their living, the maltreatment of teachers and their young age, the differences in the ages of those studying, their not being used to school control laws, their not getting holidays on work seasons, the slow pace of teaching, and sickness.

The study concludes with chapter 7 which presents the suggestions and recommendations which the researcher believes should be taken into consideration to overcome adult illiterates lack of interest in education as indicated by the results of the study. This is followed by a list of Arabic and foreign references which the researcher used in preparing his study.

ISLAMIC EDUCATION

111. 'Emara, Mahmoud Mohammed, "The Principles of Education Cannot be Imported", (Mabade' Al-Tarbeyah La Toustawrad), In "Al-Akhbar", 28th year, Issue No. 8503, (September 14, 1979), p. 3.

After indicating how imported theories of education have failed, the writer explained the system of Islam in the education and upbringing of children, giving evidence of its success. Then he dealt with the stand of Islam regarding the problems which a child encounters in the early stages of his life.

The writer also reviewed the sayings of Imam Al-Ghazali regarding the education and upbringing of children, indicated the role which the family plays in this respect and the impact of this Islamic upbringing on promoting the sense of virtue in children as they grow up.

Finally, the writer showed how England, the United States and the Soviet Union adhere to the principles of education based on the circumstances of their communities and their beliefs and how they reject imported principles of education.

LAWS AND LEGISLATIONS

See: 84, 113-123, 127-129, 144, 153, 161.

LEADERSHIP TECHNIQUES

Exams - Secondary Schools

112. Al-Azhari, Mona Ahmed, "Evaluating the Impact of Leadership Technique in Secondary Schools on their General Results", (Taqweem Athar Al-Osloub Al-Qeyadi fil-Madares Al-Thanaweya 'Ala Nataejuha Al-'Ama), Cairo, Teachers Training College, Al-Azhar University, 1979, 123 pages + appendixes.

- A thesis for obtaining a Master Degree in education presented to the Section of Educational Administration and Planning, Teachers Training College, Al-Azhar University.

The thesis comprises five chapters. The first, which is an introduction to the study, presents the topic of research, its importance, objectives, the questions it gives rise to, and defines the procedural terms used.

The second chapter deals with the theoretical framework which the researcher divided into four parts. In the first part she deals with

the educational institution, in the second - with educational administration, in the third - with administrative leadership and in the fourth - with human relations.

The third chapter presents the steps for conducting the field study, starting with an introduction, then an explanation of the pattern of research, the tools of collecting data, means of selecting the sample, the duration of the study and the statistical laws applied.

In chapter four, the researcher then presents the results of the field study, and gives a list of the schools in which the experiment was conducted.

In chapter five, the researcher reviews the conclusions of the research and sums up the work conducted in this field, referring to some of the results mentioned in the previous chapter. She then presents the final results of applying the technique of leadership.

The thesis concludes with a list of Arabic and foreign references used in preparing the study, while the appendixes include a questionnaire and some statistical tables.

LEGISLATIONS

Athletic Secondary Schools

113. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 120 Dated 18/7/1979 Regarding the Statute of the Athletic Secondary School in Cairo", Cairo, the Minister's Office, Ministry of Education, 1979, 8 pages (Stencil).

This statute falls in 8 chapters and includes 18 articles. Chapter one covers one article which indicates the objectives of establishing the school. Chapter 2 includes articles 2 to 4 and deals with the terms of admission, the prequalifications of students and the administrative measures to be applied to newly-accepted students.

The third chapter comprises articles 5 to 7 and determines the syllabuses, the plan, the study and the exams of this school. Then chapter 4 covers articles 8 to 11 and reviews the school administration and organization and how each is set up, dealing in this respect with the Board of Directors of the School, the Technical Physical Education Committee, the Students Union and the Parents Council.

Articles 12 to 14 are included in chapter 5 which prescribes the prequalifications of the teachers of cultural and physical education subjects and of trainers, while chapter 6 which comprises article 15 presents the fields of competence of the school director. Articles 16 and 17 of chapter seven deal with the material incentives which are granted to the staff.

Finally, chapter 8 contains article 18 and determines the finances of the school.

Bureau for Demographic Education and Environment

114. A.R.E., Legislations, Laws, Regulations ... etc.,"Ministerial Decree No. 159 Dated 24/9/1979 Regarding the Reorganization of the Bureau for Demographic Education and Environment", Cairo, the Minister's Office, Ministry of Education, 1979, 2 pages (Stencil).

This decree includes three articles. The first determines the competencies of the Bureau.

The second specifies the function of the Bureau, the competencies of all those employed in it, and the affiliation of the technical members to each academic subject.

The last and third article deals with the implementation of this decree and the date on which it comes into force.

Committees - Forming

115. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 166 Dated 30/9/1979 Regarding the Representatives of the Ministry of Education in the Executive Committees in the Governorates", Cairo, the Minister's Office, Ministry of Education, 1979, 2 pages (Stencil).

The decree, which includes four articles, determines in the first and second the status of the directors of Educational Departments in the governorates, and the directors of the Educational Administrations in the Executive Council of the governorate, or the district or town.

In article 3, it defines the representative of the Ministry of Education in the Village Executive Council and how he should be chosen should there be more than one nominee for this post. In the fourth and last article, it states the publication of the decree in the official gazette.

Educational Administration - Amending Levels

116. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 113 Dated 3/7/1979 Regarding the Amendment of the Level of Some Educational Departments and Administrations in the Local Government Units", Cairo, the Minister's Office, Ministry of Education, 1979, 3 pages (Stencil).

This decree consists of four articles, the first prescribes the levels of the educational departments, and defines the financial level of the director of every level and the departments affiliated to each.

Article 2 amends the provisions of Ministerial Decrees No. 145 of 1977, No. 50 of 1978 and No. 53 of 1979 regarding the level of some educational departments and administrations in some governorates.

Article 3 then refers to the decree governing these administrations. Finally, article 4 deals with the implementation of this decree and the repeal of previous decrees which contradict it.

Industrial Schools - Establishment

117. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 141 Dated 3/9/1979 Regarding the Establishment of Al-Zawya Al-Hamra Experimental Industrial Technical School in Cairo (Five-Year System) to Prepare Practical Teachers for the Industrial Schools Specialized in Textile and Clay Industries", Cairo, the Minister's Office, Ministry of Education, 1979, 3 pages (Stencil).

This decree includes nine articles, the first two of which deal with the establishment of the school and its name, while article 3 defines the fields of specialization included in the school, and article 4 allows for the introduction of new fields under a decree issued by the First Under Secretary for Technical Education.

Article 5 determines the date on which study in this school is to begin, while article 6 authorizes the First Under Secretary of the Ministry to determine the duration of the school year, the number of practical and theoretical lessons and the subjects comprised in each industry.

Article 7 refers to Ministerial Decree No. 32 of 1978 regarding the special regulations pertaining to the exam system and the assessment

of the standard of students in the exams of promotion and final years at this school.

Article 8 deals with the laws and decrees governing study in this school.

Finally, article 9 provides for the publication of the decree and the date on which it should come into force.

118. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 142 Dated 3/9/1979 Regarding the Establishment of the Mineral Industrial Secondary School (The Three-Year System)", Cairo, the Minister's Office, Ministry of Education, 1979, 3 pages (Stencil).

This decree comprises 11 articles the first and second of which deal with the establishment and the name of the school.

The third article shows its fields of specialization and the fourth indicates means of introducing new specializations or dropping already existing ones, while the fifth determines the date on which study in this school is to begin.

Article 6 fixes the duration of the school year and the number of theoretical and practical lessons and the subjects of each industry.

Article 7 refers to the decree governing the system of examination and means of assessing the standard of students in the promotion and final exams.

Article 8 deals with the rules of admission into this school, the students given priority in admission, and the situation in relation to the sons of those employed in the company to which this school is affiliated.

Article 9 defines the procedures that should be concluded with the student and his parent to make sure that he would work for the company after his graduation, fixes the period during which he should do so, and indicates what should be done in cases of violation of this commitment.

Article 10 deals with the implementation of the law, and the decrees applicable to this school and article 11 - with publishing the decree in the official gazette and putting it into effect.

119. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 143 Dated 3/9/1979 Regarding the Establishment of the Industrial Technical Experimental Iron and Steel School (Five-Year System)", Cairo, the Minister's Office, Ministry of Education, 1979, 3 pages (Stencil).

This decree is made up of 11 articles. The first and second deal with establishment and name of the school. The third article shows the specializations to be included in the school and the fourth indicates means of introducing new specializations while article 5 determines the date on which study in this school is to begin.

Then article 6 nominates the person in charge of determining the duration of the school year and the number of theoretical and practical lessons of each industry. Article 7 refers to the decree regarding the system of examination and means of assessing the standard of students in the promotion and final exams of this school.

Article 8 specifies the rules of admission into the school, students having priority in admission, and the situation in relation to the sons of those employed by the company to which this school is affiliated.

Article 9 provides for means of committing the student and his father to work with the company and indicates the duration of the period during which each should work for the company, and what should be done in cases of violation.

Then article 10 mentions the laws and regulations which apply to the students of this school.

Finally, article 11 deals with publishing the decree in the official gazette and the date on which it comes into effect.

Industrial Schools - Establishment of Egyptian Schools in the Sudan

120. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 158 Dated 22/9/1979 Concerning the Establishment of Kadougly Industrial Secondary School in the Democratic Republic of the Sudan (Three-Year System)", Cairo, Minister's Office, 1979, 3 pages (Stencil).

This decree includes ten articles, the first and second of which are related to the establishment of the school and its name.

Article 3 specifies its fields of specialization while article 4 indicates means of introducing new ones.

Article 5 sets the date for commencing study at the school and article 6 names the official responsible for fixing the duration of the school year and the number of theoretical and practical lessons that each specialized industry includes.

Article 7 refers to the decree applied to the school relative to its exams and means of assessing the standard of students in promotion and final exams, while the system of admission to this school is explained in article 8.

Article 9 defines the enforcement of the law provisions and the decrees applicable to this school.

Finally, article 10 deals with the publication of the decree in the official gazette and its effective date.

The New School Year - The First Stage - Kindergartens

121. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 88 Dated 25/9/1979 Concerning the Preparations for the New School Year 1979/1980 in Primary Schools", Cairo, Office of the First Under Secretary for Primary Education and Teachers Training Institutes, Ministry of Education, 1979, 65 pages (Stencil) - Nurseries and Kindergartens pp 56-59.

This circular includes nine sections, the first of which presents some general directives and recommendations. The second explains the importance of assimilation, the results of exams, the periodical reports, and the impact of the open-day system in studying the environment.

The third section deals with the components of the process of education and the administrative processes at school concentrating in this respect on the buildings, installations, the system of admission, the budget, the distribution of classes, the educational plan for primary and basic education classes, the school syllabuses and books, technical supervision, assessment, the school uniform and training.

The fifth section presents means of treating students who are retarded in their studies. In sections 5 and 6, the circular then indicates the importance of basic education, the one- or two-class schools and aspects of the process of education in such schools.

Section seven underlines the importance of nurseries and kindergartens and rules for admission into them while section 8 deals with centers for complementary studies for students who have completed their primary education and the rules for admission into these centers.

The 9th and last section reviews the most important ministerial decrees and circulars related to work in the primary stage of education.

School Fees - Regulations

122. A.R.E. Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 133 Dated 16/8/1979 Regarding the Internal Regulations of the Fund of Fees for Additional Services at the Ministry of Education", Cairo, the Minister's Office, Ministry of Education, 1979, 5 pages (Stencil).

This decree includes 18 articles the first of which explains what is meant by this fund and locates its headquarters. Article 2 deals with the separate independent budget of the fund, while articles 3, 4 and 5 determine the method of forming the Fund's Board of Directors, its tasks and terms of its convening. The objectives and tasks of the Fund's Secretariat General are indicated in articles 6 and 7.

Article 8 enumerates the resources of this fund while articles 9-11 specify the means of distributing the fund's proceeds and the responsibilities of the Board of Directors' Chairman. Articles 12-14 review the procedures that schools should follow in collecting fees from students as they constitute part of the fund's proceeds, indicate the role of the educational administrations and departments and determine the procedures of depositing these fees in the bank.

Articles 15 and 16 show means of setting the allocations necessary for operations executions and the measures that should be followed after disbursement. Article 17 indicates the role of the ministry's administrative and financial orientation in verifying the fund's documents, records and books and determines what should be done after such a verification. Finally, article 18 enumerates the regulations, laws, and Republican Decrees which govern the fund and its records.

Students - Re-enrollment - Preparatory and General Secondary Schools

123. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Decree No. 160 Dated 24/9/1979 Regarding the Re-enrollment of Students in the Third Year in Preparatory and Secondary Schools for the School Year 1979/1980", Cairo, the Minister's Office, Ministry of Education, 1979, 3 pages (Stencil).

This decree includes six articles. The first permits the re-enrollment of students for the third final year in preparatory and secondary schools, and determines the categories of students who may be re-enrolled and the points to be considered to this effect.

Article 2 indicates the measures that should be taken upon re-enrollment and preferences among students when re-enrollment applications are more than the available vacancies.

Article 3 indicates what should be observed upon re-enrolling students who have already passed the exam of the General Secondary Certificate.

Article 4 determines the fees that a re-enrollee should pay, while article 5 enumerates the measures which the educational departments and administrations should follow to announce the dates for re-enrollment. The 6th and last article deals with the implementation of this decree.

MATHEMATICAL CONCEPTS

Primary Schools

124. Al-Sherbini, Zakareyah Ahmed, "A Study on the Development of Some Mathematical Concepts of Children", (Dirasah Li-Nomowe Ba'd Al-Mafaheem Al-Reyadeyah 'End Al-Atfal), Cairo, Girls College, Ain Shams University, 1979, 260 pages.

- A thesis for obtaining a Master Degree in education presented to the Section of Childhood Studies, Girls College, Ain-Shams University.

The study comprised five chapters. The first indicated the importance of the subject of the research and the terms used in it.

Chapter two mentioned previous studies in the field of development of concepts and how they are taught, and reviewed the hypotheses of the study.

Chapter three explained the steps for conducting the research indicating the limits of the study, the method for planning the test of concepts, steps for conducting the experiment, method of selecting the sample and its size.

Chapter four presented the results of the experiment regarding the concepts of partial grouping, belonging, union, and interception.

Chapter five summed up the thesis and presented the recommendations which called for giving more care to education in the nursery stage as it is the stage of psychological growth, for giving due care to sensual and mobility subjects, for refraining from theoretical studies.

And for having the nurseries and primary schools particularly in the first years, provided with suitable situations from which children acquire abilities and characteristics which enable them to practice a large scope of activities, and for enabling schools and nurseries to help children through free play, collective play and discussions to acquire scientific concepts.

The appendixes of the thesis included a table on the socio-economic status of the family, the tests used in the study, some examples of the answers of children on some tests and, finally, a list of Arabic and foreign references which the researcher used in preparing the thesis.

METHODS OF EDUCATION

Social Subjects - Primary Stage

125. Al-Nimr, Fathi Ahmed Mohammed, "Using Child Literature as a Means for Teaching Social Subjects in the Primary Stage", (Istikhdam Adab Al-Atfal Ka-Masdar Li-Tadris Al-Mawad Al-Ijtima'iya fil-Marhala Al-Ibtida'iya), Cairo, Teachers Training College, Ain-Shams University, 1979, 250 pages.

A thesis for obtaining a Master Degree presented to the Section of Syllabuses, Teachers Training College, Ain-Shams University.

This thesis, comprising seven chapters, shows means of developing the syllabuses of social subjects in such a way so as to make child literature an integral part of the syllabus, and not a mere complementary reading.

Chapter 1 presents the topic of research, its importance, limits and plan. Chapter 2 discusses child literature, its concept, different patterns, importance, function, and means of using it in the different subjects.

Chapter 3 asserts the importance of using child literature in teaching social subjects in the primary stage, in the fields of acquiring knowledge, skills, trends and inclinations in the fields of trends and values, while chapter 4 indicates how child literature is actually used in teaching social subjects.

In chapters 5 and 6, the writer exposes his experiment, its plan, how it was built up, means used to control it, its results and their educational interpretations.

Finally, chapter 7 covers the suggestions and recommendations of the researcher regarding the development of social subjects in the primary stage, and the preparation of their teachers, so that they may become aware of the importance of child culture, its functions and means of using it. Some recommendations pertain to strengthening in service training programs for teachers, with the aim of updating their knowledge, regarding means and methods of teaching social subjects and how child literature may be used to enrich and diversify it. It also refers to the scientific follow up of the impact of these programs in achieving the vocational development of teachers. These recommendations also provide for establishing a research center for child literature, indicating its tasks and competencies.

The Theater

126. Fateh El-Bab, Sanaa, "Education and the Theater", (Al-Ta'lim Wal-Masrah), In "Al-Akhbar", 28th year, Issue No. 4893, (September 30, 1979), p. 12.

The writer starts by indicating the aids and methods which education needs such as the theater. She then speaks of the unused and unproductive energy of youth, and explains the principles on which the plans of education should be based and the necessity of having

them include basic and complementary subjects based on the local environment, giving examples of the Governorates of Sinai, Kena, Aswan and Beni Soueif.

The writer also affirms the necessity of informing the students of each governorate in detail of its people, resources, institutions and establishments as this affects their future and binds them to their home governorate.

Finally, the writer indicates the role which educational theater can play in the service of the community, referring to some of the achievements of the educational theater for children in some American states.

MILITARY EDUCATION

Administration - School Organization

127. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 84 Dated 20/9/1979, Organizing the Relation Between the School Director and the Commander of Military Education Therein", Cairo, Office of the Deputy Minister, Ministry of Education, 1979, 2 pages (Stencil).

The circular starts with enumerating the exigencies of the military education success and the impact of cooperation between the school administration and the military education staff in this respect.

The circular then indicates the responsibilities of the school director as far as supervision of military education is concerned. It has specified the responsibilities of military education commander and the necessity of having him perform his tasks and duties under the supervision of the school director.

The circular also mentions the types of violations perpetrated by students, the position of the military education commander in relation to such violations, and the punishment for each. The circular further indicates the procedures which the commander should follow before going on leave, the necessity of having him attend the meetings of the board of directors of the school, and his role in these meetings.

THE NEW SCHOOL YEAR

Men and Women Teachers Training Institutes - Preparations

128. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 59 Dated 21/8/1979 Regarding Preparations and Work at Men and Women Teachers Training Institutes for the School Year 1979/1980", Cairo, Office of the First Under Secretary for Primary Education and Teachers Training Institutes, 1979, 13 pages (Stencil).

The introduction shows the importance of this circular to all those concerned with teachers training institutes at all levels. This is followed by the five sections of the circular.

The first deals with the plan, the organization, the rules of admission to the first year of these institutes and the specializations in the fourth. It also prescribes the rules and regulations of work, buildings, equipment, boarding sections, nutrition, grants, awards and incentives in these institutes and their affiliated primary schools.

The second section of the circular explains the books and syllabuses of all subjects at teachers training institutes. The third section mentions the students affairs such as terms for admission, transfer from or to the institutes, admission according to the system of vocational education and the procedures to be followed regarding exams.

The fourth section deals with technical guidance, its methods and the points to be taken into consideration by the teachers in this respect.

Section five reviews the bases of experimental teaching and the duties of those in charge of it and asserts the importance of the workshop of educational aids and its role in producing aids necessary for the process of education.

Special Education Schools and Classes

129. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 52 Dated 11/8/1979 Regarding the Preparation for the School Year 1979/1980 in Special Education Schools and Classes", Cairo, General Directorate for Special Education, Office of the First Under Secretary for Primary Education and Teachers Training Institutes, Ministry of Education, 1979, 29 pages (Stencil).

The circular starts by indicating the interest in the handicapped students and means of caring for them and providing them with primary education, calling attention to the importance of propagating knowledge regarding the admission of such students to special schools.

The circular then explains the measures that should be adopted before the school year begins, such as holding meetings between headmasters and the staff, preparing classes and schools for the new school year and supervising the boarding sections. The circular likewise determines the bases according to which food is given to students of the boarding and ordinary sections, to the staff and to the employees of these schools as well as the clothes to be given to the boarding section students.

The circular includes some directives regarding the execution of the budget followed by a review of some of the general and private rules for admission into such schools according to stage and type. The circular also affirms the importance of providing the necessary staff for these schools and defines their qualifications.

It also reviews methods for preparing lessons and teaching at Al-Amal (Hope) schools at the schools of the mentally retarded and at the schools of the blind, showing methods of application in these schools and their systems of examination, follow up and guidance.

Finally, the circular includes a list of the number of special classes and schools for each type of handicapped and their stages available in each governorate.

PHILOSOPHICAL SUBJECTS

Teaching Methods - Secondary Schools

130. Mohammed, Samah Rafi', "Teaching Philosophical Subjects in Secondary Education, its Methods and Means and Preparing its Teachers", (Tadrees Al-Mawad Al-Phalsafeyah fil-Ta'lim Al-Thanawi, Toroqehi, Wa-Wasa'elihi Wa-E'dad Mou'alimeeh), Cairo, Al-Ma'aref Publishing House, 1979, 349 pages.

As the introduction indicates, this book deals with teaching philosophical subjects in the secondary stage according to clear scientific bases and definite educational principles in an attempt to raise the standard of the teacher's performance and develop the teaching of these subjects.

It comprises 3 basic parts, the first of which is considered an approach to philosophical subjects and secondary education as the writer deals with the types of philosophical subjects, their relation to social and human subjects, their objectives and their position in secondary education.

Part 2 fully covers the issue of teaching philosophical subjects, their methods, problems and solutions, the directives binding various branches of philosophical subjects through teaching, aids, their types and rules of usage, school books and means of using them, the activities that accompany the teaching of philosophical subjects, their problems and solutions, types of school activities and their importance, assessment, its types, functions and the steps and basis for preparing exams.

The author then devotes the third part to the study of all aspects related to the teacher of philosophical subjects, as regards the system of preparing, choosing, and guiding him, and the training programs to raise the standard of his performance.

The book concludes with a list of Arabic and foreign references used by the author in writing his book.

PHYSICAL EDUCATION

Audio-Visual Aids - Basketball

131. Hassanein, Sha'ban 'Eid, "An Experimental Study on the Effectiveness of Educational Aids in Teaching the Skill of Follow Up in Basketball", (Derasa Tajrebeyah Li-Fa'eleiat Al-Wasa'el Al-Ta'limeyah fi Ta'lim Maharat Al-Moutaba'a fi Kurat Al-Sallah), Giza, Men Physical Education College, Helwan University, 1979, 192 pages.

- A thesis for obtaining a Ph.D. in Physical Education presented to Men Physical Education College, Helwan University.

The thesis includes eight chapters. The first gives a background of the problem covered by the research, its limits, axioms, hypothesis, importance and its educational applications.

Chapters 2 and 3 review relevant previous studies and researches, while chapter four determines the educational skills of the program

with an exposition of the experimental means of movement education in the study and methods of evaluation.

Chapter 5 then discusses the method of research, its tools, means of selecting the sample, scientific handling of evaluation tools and means of conducting the basic experiment of research.

Chapter 6 reviews the results of the research and chapter seven discusses its hypothesis.

Finally, chapter eight sums up the study and presents its results and recommendations in the fields of physical education and training, educational aids and future researches.

This is followed by a list of the Arabic and foreign references and some appendixes which include programs and tests of the movement sense.

Primary Schools

132. El-Demerdash, Nadia 'Abdul-Hamid, "Physical Distortions of Rural Children in Egypt and the Role of Physical Education in Treating Them", (Al-Tashawouhat Al-Qawameyah Li-Atfal Al-Reef Al-Misry Wa-Door Al-Tarbeyah Al-Reyadeyah fi 'Elajiha), Cairo, Girl Physical Education College, Helwan University, 1979, 155 pages + appendixes.

- A thesis for obtaining a Ph.D. in physical education presented to Girl Physical Education College in Cairo, Helwan University.

The thesis comprises five parts. The first defines the research, its importance, the need for it, its objectives, hypothesis, scope and the terms used therein.

Part 2 then deals with physical movement and sensual growth of children in the primary stage with reference to some physical deformities, reasons for them, and the objectives of a physical education class in the primary stage.

Part three explains the plan of the research and indicates the steps for selecting the sample and means of conducting a figure test on the members of the sample, presents the questionnaire dealing with the proposed program and explains means of analyzing data.

Part 4 presents the statistical laws applied and the results of the research, referring to figure deformities among children in rural areas in the primary stage, showing the percentage of such deformities among children in the Egyptian countryside, and drawing a comparison between such children in Upper Egypt and their counterparts in Lower Egypt. Finally, it explains the results of applying the proposed program.

The thesis concludes with part 5 which indicates the conclusion and the recommendations dealing with the importance of the proposed program in all the schools of the primary stage within the framework of the physical education class, conducting health identifications for the students in the primary stage and resuming the system of giving meals to children at this stage in all villages of the Egyptian countryside.

The thesis ends with a list of the Arabic and foreign references which the researcher used in preparing the study, and appendixes, including the special card for registering the figure deformities of each student and the questionnaire of the experts.

133. 'Abdul-Rahman, Ne'mat Ahmed, "Developing the Program of Physical Education for the Stage of Early Childhood from the Age of 6 to 10, from the First to the Fourth Primary Form", (Tatweer Birnamij Al-Tarbeyah Al-Reyadeiah Li-Marhalat Al-Tofoulah Al-Moubakerah Min 6 Ela 10 Sanawat Min Al-Saf Al-Awal Ela Al-Saf Al-Rabe' Al-Ibtedai'e), Cairo, Helwan University, 1979, 189 pages.

- A thesis for obtaining a Master Degree presented to the Girls Physical Education College of Helwan University.

The first three chapters of this thesis review the results which the researcher has concluded through the questionnaire conducted on the present program of physical education in the primary stage, assessing it, enumerating the drawbacks in planning and implementing the objectives of this program.

In chapter 4, the researcher proposes a program and reviews the results of applying it on the students of the first primary stage, indicating the impact of this program on the elements of physical fitness, such as strength, speed and endurance.

In chapter 5, she presents the conclusions and recommendations of the experiment regarding the implementation of the proposed program at the level of the whole country, indicating the factors that affect it and the role of educational departments in determining the extent of its success.

Finally, the researcher recommends issuing a guidebook for teachers, explaining the method of teaching for each form.

Problems

134. 'Aref, Mahmoud, "Where Does Physical Education Stand in the Paper for the Development of Education?", (Aina Al-Tanshe'a Al-Riyadeyah fi Warakat Tatweer Al-Ta'lim?), In "Al-Akhbar", 28th year, Issue No. 8513, (September 26, 1979), p. 12.

The writer started by indicating the importance of reconsidering methods for practicing sports in schools and universities, comparing physical education in Egypt to physical education in developed countries and depicting the plan implemented by these countries since the primary stage.

Then the writer reviewed the problems from which Egyptian schools suffer, referring here to the crowdedness of classes, the deficiency in facilities, retarded audio-visual aids and the impact of these factors on the deterioration of sports.

He further asserted the role of the teacher of physical education in solving these problems and discussed the Paper on the Development of Education and how it is void of any solutions for the problems from which physical education suffers at schools.

Finally, the writer spoke of the importance of paying due care to physical education as it is just as important as giving students food or modernizing laboratories.

Teachers - Educational Trends

135. Farag, Sohair Labib, "Educational Trends for Men and Women Teachers of Physical Education", (Al-Itijahat Al-Tarbaweya Li-Mo'alimi Wa-Mou'alimat Al-Tarbeya Al-Riadeyah), Cairo, Girls Physical Education College, Helwan University, 1979, 208 pages + 20 pages in English.

- A thesis for obtaining a Ph.D. in Physical Education presented to the Girls Physical Education College, Cairo, Helwan University.

This thesis included six chapters. The first explained the issue of the research, its objectives, its hypothesis and the terms used in it.

The second indicated the theoretical framework of the research, showing the concept of educational trends and the responsibilities of men and women teachers of physical education regarding the students, the process of teaching, the execution of physical training classes, the society at large and the profession as a whole.

Chapter three then reviewed relevant previous studies and researches while chapter four dealt with the method of planning the experimental research, the selection of the sample, the tools of research, and means of using and applying these tools.

Chapter five presented the statistical results of the research while chapter six presented its final results and its recommendations.

The recommendations covered the following aspects: interest of the official authorities in teachers and paying them due care, conducting training courses for men and women teachers of physical education, applying a system of incentives to the teachers, the adoption by the Physical Education Colleges of some more practical methods in selecting their girl and boy students, paying due care to sports outside the physical education class and to researches related to educational and psychological trends of men and women physical education teachers.

The thesis concluded with a list of Arabic and foreign references, and some appendixes including a test on educational information, a test on attitudes in certain educational circumstances, and the teachers' code of honour.

PHYSICAL FITNESS

Girls

136. Al-'Azab, Fatma, "Girls' Physical Fitness and its Relation to the Age of Mothers", (Al-Liaqa Al-Badaneyah 'End Al-Banat Wa-Elaqatiha Bi-Sen Al-Om), Cairo, Helwan University, 1979, 220 pages.

- A thesis for obtaining a Master Degree presented to the Girls Physical Education College, Helwan University.

This seven-chapter thesis speaks in the first one of physical and general fitness and their requirements of sound physiological function of the various organs of the body.

In the second chapter, the thesis reviews the factors that affect the growth of the fetus through the age of the mother, and the relation of this to the physical fitness of youth.

In the third chapter, she indicates the purpose of the study, referring to the relation between the physical fitness of girl students in the Physical Education Teachers Training Institute and the age of mothers at conception.

Chapter 4 presents the results which are discussed in detail in chapter 5 and which assert the importance of controlling the age of mothers at conception and indicate its influence on the growth and physical fitness of the child in the early stages of his life.

Chapter 6 offers the conclusions and recommendations regarding the terms of admission in the Physical Education College, and preference in choosing girl students to take part in athletic activities.

Finally, chapter 7 gives a list of the references which the researcher used in preparing the study.

PHYSICS

Methods of Teaching - The Secondary Stage

137. Rashid, 'Ali Mohie El-Din 'Abdul-Rahman, "Applying the System of the Model in Teaching Physics in the First Year of the Secondary Stage in the Arab Republic of Egypt", (Tatbeeq Tariqat Al-Moudail fi Tadrees Madat Al-Physia fi Al-Saff Al-Awal Min Al-Marhala Al-Thanaweya fi Gomhoureyat Misr Al-'Arabeya), Cairo, Teachers Training College, Al-Azhar University, 1978, 194 pages + appendixes.

- A thesis presented to the Syllabuses and Teaching Methods Section, Teachers Training College, Al-Azhar University, for obtaining a Master Degree in education.

This thesis is divided into eight chapters. The first is an introduction, determining the problem considered by the researcher and reviewing its hypothesis, importance, limits, basic principles and general plan. It also defines the basic terms used in the study.

Chapter 2 then deals with the importance of studying physics in the secondary stage and the objectives of its teaching.

Chapter three mentions earlier relevant studies and researches, while chapter four explains the projected syllabus drawn by the Physics Sciences Studying Committee (P.S.S.C.), the Harvard and the Nafield projects to develop teaching physics, and the Pioneer Arab Project to develop teaching physics.

Chapter five analyzes the educational syllabus, means of determining a model, the general concept which the educational syllabus includes, behavioral objectives of each part, the skills that the students are hoped to acquire, the expected change in their behaviors, the necessary, educational tools and aids and the methods and means of assessment used.

In chapter six, the researcher explains the experiment which he prepared, defining its objective, its elements, the experimental planning, the non-experimental aspects, and how to control them as well as the procedure of conducting the experiment. Chapter 7 presents the results of this experiment, and chapter eight sums up the research and devises recommendations, which include proposals regarding the importance of redrafting the objectives of teaching physics, paying due care to the form and content of the school text book, the importance of changing the present system of evaluation and the continued trials of new methods for teaching physics, the importance of preparing physics teachers and providing them with in-service training, and finally determining the researches which can be conducted in the light of the results of this research.

The thesis concluded with a list of Arabic and foreign references.

Teaching - Secondary Schools

138. Hassan, Ahmed Khalil Mohammed, "Teaching Physics in General Secondary Education in Egypt in the Light of Modern International Trends. An Experimental Study", (Tadrees Al-Physya' Bil-Ta'lim Al-Thanawi Al-'Am fi Misr fi Dou'e Al-Itijahat Al-'Alameyah Al-Haditha "Dirasah Tajreibeyah"), Cairo, Teachers Training College, Al-Azhar University, 1979, 350 pages + appendixes.

- A thesis for obtaining a Ph.D. in Education presented to the Section of Syllabuses and Teaching Methods, Teachers Training College, Al-Azhar University.

The thesis comprised nine chapters. The first indicated the topic of research, its importance, limits, objectives, axioms, scientific hypothesis and its general plan.

Chapter two dealt with modern trends in compiling the syllabus of physics. Chapter three reviewed the modern international and regional trends to develop teaching physics in general secondary schools in the United States, and the UNESCO project.

Chapter four reviewed the modern international trends in teaching physics in general secondary schools with reference to the standards and trends of modern syllabuses and the different approaches to compile the physics syllabus.

Chapter five concentrated on presenting the pioneer project to develop the teaching of physics in the general secondary schools in some Arab Countries while chapter six tackled the experimental study conducted by the researcher, indicating the objective of the experiment, its correction, the sample of research, means of selecting it, and means of executing the experiment.

Chapter seven dealt with structuring a test for the comprehension of physics "The Dynamics Unit". Chapter eight then presented the results of the research, showing the statistical handling of the issue and the statistical laws applied, comparing the results of the test of comprehension on the different groups covered by the experiment.

The ninth and last chapter summed up the study and presented the conclusions and recommendations with reference to differences with statistical significance between the students of the experimental and the control groups in the fields of the objectives of knowledge, comprehension, application, and the test as a whole in the field of definite behavioral targets.

The researcher also indicated the reasons for these differences, and referred to the efficiency of the pioneer project in raising the standard of teaching physics in the general secondary education in Egypt.

The thesis concluded with a list of Arabic and foreign references which the researcher used in preparing the study.

PRIVATE LESSONS

139. Farag, Nasser Kamel, "A Study on the Phenomenon of Private Lessons", (Baheth Zaherat Al-Dorous Al-Khosouseyah), Cairo, Al-Shaheed Ismail Fahmy Industrial School, West Cairo Educational Administration, 1979, 22 pages (Stencil).

The introduction speaks of private tutoring as a phenomenon that forces itself on the Egyptian society as a whole. It is followed by five parts.

The first part explains what is meant by private tutoring, reviews its history, how it first came into being and the developments it passed through.

Part 2 deals with previous studies on the same issue indicating the subjects in which students usually prefer to get private tutoring, the reasons why they do so, and the impact of the present system of education on the spread of this phenomenon.

The results of these previous studies are summed up in the third part, while the fourth comments on these results and shows how private tutoring has become a common practice in both the governorates and Cairo, the reasons for such practices, and why most private tutoring is in mathematics and the English language.

Finally, part 5 presents a list of the references which the writer used in preparing this document.

REFORM OF EDUCATION

140. Al-Qousi, 'Abdul-'Aziz, "An Opinion in Reforming Education in Egypt", (Ra'ye fi Eslah Al-Ta'lim fi Misr), In "Al-Ahram", 105th year, Issue No. 33853, (August 18, 1979), p. 7.

At the outset, the writer reviews some of the defects of education as a step towards reform, referring here to the present trend of education being the mere compiling and storing of abstract information with the aim of passing the exam, and mentioning summaries, stimulants, private tutoring, psychological tension, prompting indoctrination on the part of the teacher and dependence on the part of the student.

The writer then speaks of the importance of changing the process of education from mere prompting to efficiency, self activity, promoting the ability to discuss, think, innovate and create, and presents his opinion to reform this situation, referring to the importance of reconsidering the agencies of the Ministry of Education, means of reforming them, and mentioning some of the examination systems, the importance of the hasty reconsideration of syllabuses and allowing for coordinated collective work.

Finally, the writer discusses the number of students in classes, teachers training, basic education, the objectives it has attained, and its relation to blocking the sources of illiteracy, and proposes means for attaining development so that reform may be achieved and may spread through conviction.

RELIGIOUS EDUCATION

141. Borham, Mohammed, "Religion is a Basic Subject", (Al-Deen Madah Asaseyah), In "Al-Akhbar", 26th year, Issue No. 8464, (July 31, 1979), p. 12.

The writer starts by showing the President's interest in promoting the spiritual life of the society and the influence of this interest on the initiation of a trend to make religion a basic subject in schools. Then the writer defines the difference in the status of teaching religion now and in the future when it becomes a basic subject and its marks are added to the average.

Then the writer reviews the syllabus of religion in the primary stage and indicates the impact of children's incapability to understand some of the Holy Verses of the Koraan. He also presents aspects of some teachers or some schools negligence of this subject.

Finally, the writer underlines the importance of having the syllabuses suited to the understanding of students, having good examples at school and at home, holding religious competitions and granting incentives to teachers of religion as means for promoting the study of this subject. The writer also highlighted the impact of introducing the subject of religion in university education, in the form of studies not linked with exams.

Problems

142. Al-Ba'thi, Ahmed, "On Directives on Compulsory Teaching of Religion", (Hawla Tadrees Al-Deen Egbareyan), In "Al-Ahram", 105th year, Issue No. 33817, (July 13, 1979), p. 13.

The article reviews some of the types of problems which obstruct teaching religion in the schools and universities of the Arab Republic of Egypt and presents some solutions for these problems as indicated by the directives issued by the Ministry of Education, regarding making religious subjects obligatory in all the stages of education.

The article also deals with the issue of scientific and ideological differences, considered features of university education, indicating the importance of visualizing a general structure of religious education in this stage.

The writer further reviews some of the opinions of great Moslem clergymen, teachers, and headmasters, through their personal experiences, of the standard of religious education of students and parents, particularly students in general certificate grades, explaining reasons for this standard and means of remedying it.

As to solutions, the writer refers to the percentage of shortage in teachers of religious subjects, the mosque school and some problems related to syllabuses and financial facilities.

RURAL DEVELOPMENT

143. Ahmed, Yehya, "Adult Education Within the Framework of Integrated Rural Development", (Ta'lim Al-Kebar fi Etar Khottat Al-Tanmeyah Al-Rifeyah Al-Moutakamelah), In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp 84-86.

This article concentrates on adult education in rural communities, exposes the present situation, and mentions the transformations that are currently taking place in rural regions, referring to the changes which such transformation produce, and how they should be taken into consideration in educating adult members of rural communities. The writer then mentions some of the objective considerations which necessitated mentioning these amendments, such as agriculture and its role in the economic structure in Egypt.

The article further indicates the share of the members of the rural community of contemporary and human knowledge of all aspects of life, mentioning the rural community itself, and its ever-increasing needs to educate its sons. It specifies these sons, referring to farmers, tradesmen, and some other technicians and artisans and indicating the educational needs of each.

Finally, the article speaks of agricultural rationalization as a means of adult education, and the development of the society as an objective of knowledge in the rural community.

SCHOOL FEES

144. A.R.E. Legislations, Laws, Regulations ... etc., "Circular No. 60 Dated 30/8/1979 Regarding the Services Fees and Dues Paid by Girl and Boy Students in the Schools of the Various Stages of Education in the School Year 1979/1980", Cairo, Directorate General for Financial and Administrative Inspection, Ministry of Education, 1979, 2 pages (Stencil).

The circular starts by reviewing ministerial decree No. 156 of 1974 determining the school fees and dues to be paid by students for services rendered to them. The circular then refers to the decrees determining fees for the library, insurance against accidents and sports activities.

The circular also indicates the different types of fees paid by students and the value of each according to the stage of education (primary, preparatory or secondary), and according to type of education (general or technical) and fees paid by students in teachers training institutes.

The circular further prescribes the procedures that should be adopted upon receiving such obligatory or other optional fees.

Finally, the circular enumerates the ministerial decrees and circulars which should be referred to regarding rules for collecting such fees and for paying the fixed quotas to the education administration and the ministry.

SCHOOL JOURNALISM

Tasks - Preparatory Schools

145. Hanna, William Farag, "The Role of School Journalism in Creating a Scientific Outlook of Students in Egyptian Schools, a Field Study on a Sample of Students in Preparatory Schools in Cairo", (Door Al-Sahafa Al-Madraseyah fi Khalq Al-Nazrah Al-'Elmeyah Lada Talameez Al-Madares Al-Mesreyah, Dirasah Maydaneyah 'Ala 'Ayena Min Talameez Al-Madaris Al-E'dadeyah Bil-Kaherah), Giza, Faculty of Information, Cairo University, 1979, 150 pages.

- A thesis for obtaining a Master Degree in information presented to the Section of Journalism and Publication, Faculty of Information, Cairo University.

The preface which includes a historical review of the initiation of school journalism in Egypt is followed by the thesis itself which falls in two parts covering seven chapters.

The first part, which comprises the first three chapters deals with the status of school journalism, as the first chapter reviews types of school journals, the second explains the concept of school journalism and the third defines the relation between scientific and literary subjects in school journals.

Part 2 which comprises four chapters deals with the role of school journals in creating the scientific outlook. For chapter 4 explains the concept of the scientific outlook, and chapter 5 defines means of creating scientific trends in individuals, while chapter 6 presents means of applying this outlook, through the field study conducted on a sample of students in preparatory schools in Cairo. Finally, chapter 7, the last in the thesis, determines the role of school journals in creating a scientific outlook.

This is followed by the conclusion and the recommendations which indicate the importance of appointing an information specialist to each school, or to each group of schools and the qualifications of students taking part in issuing a school journal. Then the researcher presents some recommendations addressed to schools and some others to the Ministry of Education, but all aim at the promotion of school journalism.

The annexes include a questionnaire with its tables and a list of Arabic and foreign references on which the researcher based his thesis.

SECONDARY EDUCATION

Development

146. 'Ali, Sayed Ismail, "Secondary Education ... The Present and the Future", (Al-Ta'lim Al-Thanawi ... Al-Waqe' Wal-Moustaqbal), Cairo, Al-Thaqafa Printing and Publishing House, 1979, 165 pages.

The book is made up of two parts, the first deals with the social perspective of secondary education and the importance of the society study to education in general and to teachers in particular, referring to the components and characteristics of the Egyptian society, and the problems and challenges it confronts, which the author enumerates as the problems of retardness, mentioning their causes, features and various results, over population, illiteracy, administration and the structure of values, indicating the relation between all these problems and education.

The second part discusses education in the secondary stage, its initiation, growth, place on the map of education, the present situation of this stage, objectives and its problems, referring to deficiency in objectives, failure to keep pace with social change, dualism of academic and technical education and the imbalance between education at this stage and the needs of the national economy of manpower graduates of this same stage.

In this respect, the author speaks of the problem of disinterest in technical education, the issues of syllabuses, content, waste, duplication between general and vocational culture and the teacher and his training.

Finally, the author reviews some of the new formulas of this second stage of education as a step towards reform and development underlining the content of education, the structure of values as purports to education, and presenting some solutions to confront the problems of technical education.

SECONDARY SCHOOL

Social Tasks - The Population Explosion Problem

147. 'Alam El-Din, Laila 'Abdul-Sattar, "The General Secondary School As a Social Establishment and its Role in Confronting the Population Explosion Problem in our Society", (Al-Madrasah Al-Thanaweyah Al-'Amah Ka-Mou'asasa Igtema'eya, Wa-Dawreha fi Mouwajahat Moushkilat Al-Infijar Al-Soukkani fi Moujtama'ena), Cairo, Section of the Basics of Education, Girls College, Ain-Shams University, 1979, 159 pages.

- A thesis for obtaining a Master Degree in Education presented to the Section of the Basics of Education, Girls College, Ain-Shams University.

The introduction of the thesis specifies the problem covered by the study, and the importance of its studying, reviewing previous relevant studies.

The thesis itself is made up of six chapters. The first deals with the problem of population at both the international and local levels and reviews the social, economic and cultural aspects which led to an increase in the rate of population in Egypt.

Chapter two defines the socio-economic effects of this problem, while chapter three discusses the relation between education and the population problem, referring to the responsibility of education for confronting the problems of the community and the relation between the standard of education of women and their rate of fertility.

Chapter four indicates the role of the general secondary school in confronting the problem of population explosion and in achieving population education.

Chapter five presents the achievements of the writer in the field study related to the research, mentioning the tools of the research, the objectives of the questionnaire and the sample and results of the research. The writer then devises proposals.

Chapter six is devoted to the recommendations which the researcher divided into two sections. Recommendations related to the process of education, and recommendations related to the secondary school.

The thesis included several annexes which are: a questionnaire distributed to consultants, planners and directors of education to show how far the general secondary school in Egypt participates in solving the problem of population explosion, ministerial decree No. 167 of 1978 regarding the plan of study in the third form of the secondary school, ministerial decree No. 246 of 1977 regarding the setting up of a Section for Population Education at the Ministry of Education, and a list of Arabic and foreign references used in preparing the thesis.

SOCIAL PSYCHOLOGY

148. Sobhi, Sayed, "Man and His Social Behavior", (Al-Insan Wa-Soloukihi Al-Ijtema'i), Second Edition, Cairo, Morgan Publishing House, 1979, 239 pages.

The book started with an introduction indicating reasons for choosing this subject which the writer deals with in five chapters. The first shows the relation between social psychology and human behavior and defines social psychology, its development and the importance of studying it. Chapter 2 explains the possibility of studying human behavior in a scientific manner, presents some of the basic methods of social psychology, deals with experimentation in social psychology, and then reviews tools which help collect data on human behavior.

In chapter three, the author speaks of human behavior and its relation with heredity and environment, the process of upbringing and its relation to social adaptation. In chapter 4, the author defines social trends, their nature, and means of measuring them, and reviews some of the Egyptian studies dealing with them.

Chapter 5 indicates some behavioral attitudes starting with leadership, its kinds and relation to decision-making, followed by talking on human behavior and its relation to the administrative process and public opinion and propaganda, indicating the rules that affect public opinion, the characteristics of propaganda and its types and the relation between public opinion and propaganda.

The book concludes by a list of the terms used followed by a list of Arabic and foreign references which the author has consulted.

SPECIAL EDUCATION

Deafness - Self-Concept

149. Moussa, Rasha 'Ali 'Abdul-'Aziz, "Parental Trends and Their Relation to Self-Concept in Deaf Teenagers", (Al-Itijahat Al-Waledeyah Wa-Elaqateha Bi-Mafhoum Al-Zat Lada Al-Mouraheqeen Al-Somm), Cairo, Teachers Training College, Al-Azhar University, 1979, 133 pages.

- A thesis for obtaining a Master Degree in Education presented to the Section of Psychological Health, Teachers Training College, Al-Azhar University.

The thesis comprises six chapters, the first indicates the objectives and importance of the research, defines the terms used and reviews its chapters and limits, while the second explains the basic concepts of "deaf", "trends" and "self-concept" and the third reviews relevant previous researches.

Chapter 4 is devoted to explaining the method of research, the characteristics of the sample, the tools for the experiment, the statistical method applied and steps followed in conducting the experiment.

Chapter 5 analyzes and explains the results of the research concentrating on the trends of authoritativeness, violence, psychological pain, over protectiveness, spoiling, discrimination, negligence, equality, hesitation, and the opinion of the deaf regarding each one of these trends.

The writer also deals here with differences in parental trends between deaf teenagers, living in the boarding sections of schools and those living with their parents, and reviews some other results related to the basic needs, the environment and the world in the eyes of the deaf teenager, his parental image, the types of conflicts he suffers from, the types of attachment, his basic defensive tricks to confront conflicts and fear and his dynamism.

Finally, chapter 6 presents a summary of the research and the problems it gives rise to. Then the thesis ends with a list of references which the researcher used in preparing his study.

The Mentally-Retarded - Methods of Teaching - Arithmetic

150. Saleh, Ahmed 'Othman, "An Experimental Study on the Effectiveness of Applying the Eskens Results on the Mentally-Retarded in Teaching Arithmetic to the Students in the Fifth Year of Al-Tarbeya Al-Fikreya Schools", (Dirasa Tajrebeyah Hawla Mada Fa'eleyat Nata'ej Eskens 'Ala Al-Moutakhalifeen 'Aqleyan fi Tadrees Wehda fil-Hesab Li-Talameez Al-Saff Al-Khamis Bi-Madares Al-Tarbeya Al-Fikreya), Assiut, Educational Psychology Section, Teachers Training College, Assiut University, 1979, 247 pages + appendixes.

- A thesis for obtaining a Master Degree in Education presented to the Educational Psychology Section, Teachers Training College, Assiut University.

The thesis includes nine chapters in addition to the introduction and the appendixes. In the first chapter, the writer explains his opinion of programmed education and the various types of educational programs as well as the plan of research, its targets, hypothesis, terms, statistical techniques used, and the research plan.

Chapter two deals with the reasons for mental retardness, mentioning in this respect the various trends in classifying the mentally-retarded and the educational techniques applied in teaching them.

Chapter three deals with the relevant previous studies in the field of programmed education for the normal and the abnormal students.

Chapter four explains the steps followed in designing the program for the experiment, conducted for this thesis.

In chapters five and six, the researcher presents the tools of the research, how they are applied and the method of choosing the sample. While chapter seven includes the results and analysis of the experiment.

Chapter eight is devoted to reviewing the educational applications in the field of teaching the mentally-retarded, and the recommendations of the researcher regarding the importance of having officials responsible for special education prepare with the help of experts special programs for the mentally-retarded children that would be suitable to their standard of comprehension, and regarding the importance of having each student obtain a programmed book for each of the subjects he studies.

Chapter nine contains a summary in Arabic and another in English of the thesis as well as a list of the references used by the researcher.

The appendixes show the statistical techniques applied by the researcher to obtain the results, means of correcting the comprehension tests which he had prepared, and a programmed syllabus in the units of addition and subtraction for the students of the fifth form of the special education schools.

STUDENTS

Comprehension - Historical Concepts - Primary Schools

151. Nafe', Sayed 'Abdu, "An Assessment of the Comprehension of Students in the Primary Stage of Historical Concepts", (Taqweem Tahseel Talameez Al-Marhala Al-Ebtedaeya Lil-Mafaheem Al-Tarikheya), Alexandria, Men Teachers Training College, Alexandria University, 1979, 161 pages + appendixes.

- A thesis for obtaining a Master Degree in Education presented to the Section of Syllabuses and Teaching Methods, Men Teachers Training College, Alexandria University.

The thesis aims at recognizing the standard of comprehension of students in the primary stage of historical concepts. It comprises six chapters, the first is an introduction, showing the importance of the topic of research, the problem it deals with, the limits and the plans of research.

Then chapter two explains what is meant by historical concepts, defines the term "history" and shows the scope, nature, function and objectives of teaching it, referring in this respect to international trends in teaching history.

Chapter three analyzes the contents of the history text books in the primary stage, showing steps for such an analysis. Chapter four deals with the test used by the researcher in this field, indicating its objectives, its limits, its elements, the soundness of its primary form, the stages it passes through, its reliability and truth.

Chapter five then reviews the results of the experiment regarding the standard of the students in understanding the different historical concepts at all levels.

The sixth and last chapter includes a summary of the study, its results, and the recommendations proposed by the researcher to raise the standard of comprehension of students in the primary stage of the subjects of history.

These recommendations were divided into sections, covering educational objectives, techniques of teaching, educational aids, assessment of the standard of students, contents of the syllabus and the history teacher.

The study concludes with a list of Arabic and foreign references which the researcher used in preparing his study while the appendix includes the test used in the experimental study.

Political Activities

152. 'Abdul-Latif, 'Assem Mehrous, "The Role of Egyptian Students in the National Movement from 1919 to January 27, 1952", (Door Al-Talaba Al-Misriyyeen fil-Haraka Al-Wataneyah 1919-27 January, 1952), Giza, Faculty of Arts, Cairo University, 1979, 711 pages.

- A thesis for a PhD in History presented to the History Section of the Faculty of Arts, Cairo University.

The introduction indicates the most important aspects of the thesis and reviews the contents of its 13 chapters. The first chapter deals with students before the 1919 Revolution, the history of the elite in Egypt and struggle of the students. Then chapter 2 sheds light on the March 1919 Revolution, referring to the beginning of the revolutionary movements, and the events of March 1919 in the capital and in the provinces of Egypt.

Chapter 3 defines the role played by students organizations in the national movement during the period between the exile and return of Saad Pasha.

Chapter 4 discusses the struggle of the students during the period from the declaration of February 28 to the Zeiwar Government of 1924, while chapter 5 explains the underground activities of students from 1919 to 1924.

Chapter 6 deals with the efforts of the Egyptian students abroad in explaining the Egyptian cause during the period 1919 to 1924, and refers to the differences between Saad Pasha and the students at that time. The conditions of students between the Zeiwar and the Sidki Governments, i.e. between 1924 and 1930, the stand of the students regarding the Zeiwar Government and the struggle of the students abroad during this period are discussed in chapter 7.

Chapters 8 and 9 explain the 1935 student uprising, indicating the effect of the unemployment of the educated people, and the transfer of Dr. Taha Hussein on this uprising and review its development.

Chapter 10 determines the political forces which affect students, and refers to the armed struggle during and after the Second World War. Chapter 11 explains the 1946 struggle of the students and the reasons for their collaboration with the labour movement, and the course of this movement.

Chapter 12 is devoted to the Egyptian cause between the Security Council and the armed struggle of the students between 1947 and 1952. The last chapter then deals with the organizational relations between the students and the political parties and authorities, defines the military organizations of the parties and authorities and the role which students played in them, and mentions the struggle between the military organizations of the different parties and the stand of students regarding them. Finally, this chapter refers to the stand of student control authority, University Unions, and students abroad regarding these organizations.

A list of Arabic and foreign references is appended to the thesis.

Transfer - Primary Schools

153. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 51 Dated 9/8/1979 Regarding the Transfer of Students from Al-Azhar Religious Primary Schools to Official Primary Schools", Cairo, Office of the First Under Secretary for Primary Education and Men Teachers Training Institutes, 1979, 1 page (Stencil).

The circular starts by indicating the reasons for its issuing and how it facilitates matters for parents who get transferred to regions where there are no Azhari schools and for students who cannot proceed with Azhari primary education.

This is followed by a review of the conditions for affecting such a transfer from Azhari primary schools to official primary ones stressing the importance of securing the approval of the Azhari education administration, and of fulfilling the age prerequisite applied in the official primary schools. The circular as well indicates the parallel classes to which the transfer may be carried out.

STUDY PLANS

Men and Women Teachers Training Institutes

154. A.R.E., The National Center for Educational Researches, "The Bases of the New Plan for Men and Women Teachers Training Institutes", (Al-Osos Allati Qamat 'Alayha Al-Khuttah Al-Jadeedah Li-Door Al-Mou'alimeen Wal-Mou'allimat), Cairo, 1979, 6 pages (Stencil).

This document is made up of three sections, the first explains the bases of the plan of work, concentrates on maintaining the present system of training primary school teachers unchanged, and on the objectives of study in the first three forms and in the last two of this stage of education as well as the basic sections of study in the fourth and fifth years and the selective subjects in these two years as a basis for accepting the graduates of technical schools in the fourth and fifth years, reasons for applying these new policies, reasons for paying due care to educational and psychological subjects in the new plan, and means of preparing students in the first three forms.

The second section includes the proposed educational plan for the first three forms and the plan of the fourth and fifth forms.

Then section three indicates what should be taken into consideration upon teaching the two selective subjects and teaching the subjects of education and psychology. It explains the reasons for having each institute apply the idea of "The Open Day" and the idea of "the summer camp for the service of the community".

SWIMMING

The Mentally-Retarded - The Primary Stage

155. Nazmi, Salah El-Din Mohammed Mahmoud, "The Impact of Swimming on Developing Movement Abilities of Mentally-Retarded Children in the Primary Stage", (Athar Al-Sebaha 'Ala Tanmeyat Al-Qudarat Al-Harakeyah Lil-Atfal Al-Moutakhalefeen 'Aqleyan fil-Marhala Al-Ebtedaeya), Giza, Men Physical Education College, Helwan University, 1979, 89 pages.

- A thesis for obtaining a Master Degree in Physical Education presented to Men Physical Education College, Giza, Helwan University.

This thesis comprises four parts. The first identifies the subject of research, its importance, objectives, hypothesis and axioms.

The second deals with the theoretical study, defining intelligence, its criteria, and the method of distributing intelligence rates, and determining mental retardness, means of classifying it, its causes, and methods of caring for, treatment and upbringing and educating mentally-retarded children. It mentions physical education as a means for curing mental retardness, explaining the characteristics of growth in the age groups of 6 to 9 and of 9 to 15, reviewing the requirements of growth in the stage of childhood from the age of 6 to 12. Finally, it explains the influence of swimming and its advantages and benefits.

Part three specifies the procedures of the field study, referring to the pattern used in the research, methods of using the selected sample, the number of the members of the sample, the rate of their intelligence, the institute in which they study, means of applying the tests and tabulating and discussing the results.

The thesis concludes with part four which covers the programs of physical education for mentally-retarded children, and the necessity of having a small educational swimming pool in the schools and institutes of mentally-retarded children. Finally, there is a list of Arabic and foreign references which the researcher used in preparing the thesis, and an appendix of the tests used in the research.

SYLLABUSES

Organization

156. 'Abdul-Mawgoud, Mohammed 'Ezzat, "Basics and Organizations of the Syllabuses", (Asaseyat Al-Manhaj Wa-Tanzimatihi), prepared by Mohammed 'Ezzat 'Abdul-Mawgoud and others, Cairo, Dar Al-Thaqafa Lil-Teba'a Wal-Nashr (Al-Thaqafa Publishing House), 1979, 328 pages.

The introduction explains what is meant by "syllabus" and the aspects and elements that affect it and its preparation. Then the writer divides his book into three parts including 11 chapters.

The first part covers three chapters and deals with the basics of syllabuses. Chapter 1 explains the modern trends in the concept of education, chapter 2 presents the role of culture in organizing the syllabuses and the relation between them and the society and chapter 3 indicates what students require from the syllabuses.

Part 2 covers the next three chapters and defines the components of the syllabuses. In chapter four, the writer reviews the procedures and methods used in selecting the contents of syllabuses and indicates the criteria for choice.

Methods of teaching such as lectures, discussions, seminars and specifications are defined and summed up in chapter 5, while chapter 6 determines the concept of assessment methods and its scope and indicates means of preparing assimilation exams.

Part 3 which comprises the last five chapters, deals with the organization of the syllabus. In the first four chapters of this part, of chapters 7 to 11, the writer speaks of the syllabuses of separate subjects, activities, the focal syllabus and the school units.

Finally, the 11th and last chapter explains means of developing syllabuses and the necessity of linking such development with the strategy of education.

Planning

157. Qelada, Fuad Soliman, "Bases of Syllabuses in Regular and Adult Education", (Asaseyat Al-Manahej fil-Ta'lim Al-Nezami Wa-Ta'lim Al-Kibar), Cairo, Al-Matbou'at Al-Jadeedah Publishing House, 1979, 470 pages.

This book falls in 8 chapters. Chapter one speaks of the concepts of the educational theory, defining them and determining their functions, approaches and problems. It mentions the relation between the educational theory and the educational philosophy and finally reviews the studies dealing with the establishment of the theory, its components and formation stages. It also refers to the theory of the syllabus and the relevant activities.

Chapter 2 defines the syllabus, its traditional and modern concepts and reviews the trend towards coordinating them, while chapter 3

determines the educational objectives, their nature, and means of formulating them in such a way so that they may be measured according to the most modern theories and evaluations.

In chapter 4, the author deals with the standards of compiling the syllabus, its plan, components, features, contents, means of organizing it, problems of such organization, patterns and the scientific perspectives he perceived in the process of organization.

Chapter 5 discusses the compilation of the syllabus, sources of deriving educational objectives, and means of selecting the educational expertise and its types, while chapter 6 reviews types of syllabuses through a historical synopsis starting with the traditional syllabuses up to modern and contemporary ones.

Then chapter 7 presents the concept of assessment, its methods, techniques, functions, and different criteria. Finally, chapter 8 which is devoted to adult education and the development of its concept, presents a model of a syllabus for this type of education.

Trends

158. 'Abdul-Nour, Francis, "Education and Syllabuses", (Al-Tarbeyah Wal-Manahej), Cairo, Al-Nahda Publishing and Printing House, 1979, 415 pages.

This book, which comprises 6 parts, deals in the first part with the initiation of education and the appearance of schools and reviews the basic ideological movements which affected education and syllabuses since the ancient Egyptian era up to the present.

In part 2, the author discusses the social bases of syllabuses, the cultural changes currently taking place in our society and their impact. In part 3, he reviews the psychological bases and the needs, inclinations, tendencies and individual differences of students which the syllabuses should take into consideration.

Part 4 covers the psychological bases of the syllabus, referring to the philosophy of education and that of the Egyptian social democratic society and their demands of the syllabus, while part 5 defines the bases of joint planning of the syllabus, and the role of the teacher in his capacity as the key to the educational process, referring to the influence of those around him on his success in his work.

A full chapter of this part is devoted to asserting the importance of school activities, leadership and guidance in the modern school. This is followed by a discussion of assessment, its methods and its philosophy.

Finally, in the last part, the author explains the different methodological organizations, mentioning syllabuses and separate subjects, activities, axial programs and units, and speaks of the environment school as the most modern means of linking school to environment, asserting how this system serves both.

TEACHERS

Status

159. Al-Baz, Ne'am, "A Teacher is Almost a Prophet", (Kada Al-Mou'allim An Yakouna Rasoula), In "Al-Akhbar", 28th year, Issue No. 8515, (September 28, 1979), p. 12.

The writer starts by indicating how children in nurseries who receive a special treatment from their parents are affected by this treatment in their relation with their teachers.

Then she explains the effect of moving from home to school for the first time on the psychology of children, some of the errors which they may commit, and the stand of the family regarding these errors and the school.

The article also identifies the difficulties which teachers meet with, and the impact of handling a group of different children under unfavourable work conditions, on their psychology.

Finally the writer indicates the greed of some of the teachers who indulge in private tutoring and how this small group prejudices judgment on teachers in general.

TECHNICAL EDUCATION

Problems

160. El-Seba'ie, Labib, "The Crisis of Technical Education and the Reversed Pyramid in the Policy of Education", (Azmat Al-Ta'lim Al-Fani Wal-Haram Al-Maqloub fi Siasat Al-Ta'lim), In "Al-Ahram Al-Eqtesadi", Issue No. 5755, (August 1, 1979), pp 48-49.

After indicating the importance of the preparation of manpower to society and mentioning the necessary features that should be available in a sound educational pyramid, the writer reviews a study of the National Council for Education regarding the situation in the technical training institutes and organizations, and the system of admission into universities and their impact on separating education from the basic needs of development.

Then the writer defines the causes behind the deficiency in training technicians in Egypt referring to the importance of training technicians in fields that have not yet received sufficient care in proportion with their importance in development plans.

He also calls attention to the necessity of having the syllabuses of general education include several technical subjects and principles of technology and the importance of reconsidering the period of study in technical schools, the appointment of their graduates and granting them some privileges, and the impact of this procedure on limiting the number of students who join theoretical academic education.

TEXT BOOKS FOR THE BLIND

161. A.R.E. Legislations, Laws, Regulations ... etc., "Circular No. 71 Dated 10/9/1979 Regarding the Use of School Text Books Printed in Braille", Cairo, General Directorate for Special Education, Undersecretariat for Primary Education and Teachers Training Institutes, Ministry of Education, 1979, 2 pages (Stencil).

The circular starts by indicating the importance of having blind students obtain text books in Braille and explaining the points to be considered when using and handling such books. It also stresses the importance of setting up a committee to revise the books at the library for the blind to see how far they are suitable for the students and what should be done should the books prove unsuitable or should more copies be needed.

The circular also prescribed the administrative procedures that should be followed so that books may reach students, and what should be done when a student fails in his exams and has to repeat the same school year. Finally, the circular presents the procedures that should be followed regarding the extra copies.

TRUANCY

Primary Schools

162. A.R.E. The National Council for Educational Researches, "The Phenomena of Truancy in Primary Schools in Egypt", (Zaherat Al-Tasaroub fil-Madrasa Al-Ebteda'eya fi Misr), In "Dawreyat Al-Majalis Al-Qawmeyah Al-Moutakhasisah", (The Periodical of Specialized National Councils), 4th year, Issue No. 3, (September 1979), pp 72-75.

The article starts by calling attention to the gravity of the phenomena of truancy and its impact on student, his family and the society at large, reviewing the reasons behind this phenomena and concentrating on the responsibility of the social, educational and economic systems for aggravating this problem.

Then the article explains the relation between truancy of school and illiteracy and indicates the volume of the problem during the period from the school year 1960/1961 to 1973/1974.

After indicating the responsibility of the teacher, the syllabus, the supervisors, those responsible for guidance, the exams and methods of assessment, the school buildings and equipments, the school system and the services in aggravating this problem, the article, finally, presents some solutions and proposals that may help solve this problem in both the villages and the towns.

VOCATIONAL EDUCATION

163. 'Abdul-Qader, Mohammed Zaki, "Trends Towards Vocational Education", (Al-Ittijah ela Al-Ta'lim Al-Mehani), In "Akhbar Al-Youm", 35th year, Issue No. 1819, (September 15, 1979), p. 4.

The writer starts by showing how the ever increasing number of students who join the university every year drives the Egyptian education towards academic study. He then calls for the establishment of a vocational technical university, indicates what should be done to attain this goal, and refers to the institutes which such a university should include, citing the example of England.

The writer deals as well with the method that should be applied to train and prepare teachers for this university, concentrating on the

importance of training them for short periods in similar universities in the United Kingdom.

Finally, he mentions the importance of paying due care to vocational work as a whole, and the effect of such care on satisfying the society's needs for well-trained manpower.

VOCATIONAL TRAINING

164. Abu 'Alam, 'Abdul-Ra'of, "The Role of Adult Education in Expanding the Scope of Vocational Training Programs, and Promoting Skills in Developing Countries", (Door Ta'lim Al-Kebar fi Tawsi'e Nitaq Baramij Al-Tadreeb Al-Mehani Wa-Zeyadat Al-Maharat fil-Douwal Al-Nameyah), In "Mijalat Al-Nil", (The Nile Magazine), 1st year, Issue No. 1, (July 1979), pp 101-105.

After indicating the importance of manpower in the construction of modern societies, and the role played by vocational training in preparing manpower particularly in developing countries, the writer defines the qualifications of an adult trainee and how they differ from those of a younger one, referring to the characteristics of adult vocational training, characteristics of the call for such training, the nature of the trainer, and the technique of training, concentrating on the importance of education by correspondence.

The writer then discusses the problems confronting adult education such as the problem of choosing the proper syllabus and techniques suitable to the needs of adults, mentions basic education and its impact on developing man and speaks of the system of groups of functional skills, and the training program represented by each to furnish individuals with knowledge, skills and behavior necessary for employment.

Finally, he devises some proposals which he believes are important for promoting vocational training.

WOMAN

Knowledge

165. Ibrahim, Fatehoya Mohammed, "The Egyptian Woman's Means of Acquiring Knowledge, a Comparative Study of Two Local Communities", (Al-Osloub Al-Ma'rafi Lil-Mar'a Al-Mesreyah, Dirasah Mouqaranah fi Moujtama'ein Maheleyein), Alexandria, Faculty of Arts, Alexandria University, 1979, 441 pages.

- A thesis for obtaining a Ph.D. presented to the Section of Anthropology, Faculty of Arts, Alexandria University.

This thesis presents the means by which Egyptian women acquire knowledge, on the basis that understanding these means would certainly explain a great deal about Egyptian women.

The researcher deals with this issue through a comparative field study of two local communities, the first a village in Beheira Governorate, representing the rural community and the second, the Bashareyah region, one of the districts of the city of Aswan, representing a sector of urban community.

The researcher defines the basic characteristics of the Egyptian woman in these two regions covered by the study referring to women's appreciation of education and information and their relation to sons and relatives. The study also reveals these women's outlook to the world at large and to themselves.

The researcher further attempts to recognize the cultural influence of local communities on women as they constitute their means of acquiring knowledge. In this respect the researcher has obtained results pertaining to women's outlook to the world around them and how they form social relations with the various parties related to them.

WOMEN AND DEVELOPMENT

166. 'Abdul-'Al, Ismail Hassan, "Women and Development in Egypt", (Al-Mar'a Wal-Tanmeyah fi Misr), Cairo, Al-Ma'aref Publishing House, 1979, 194 pages.

After dealing with the theoretical bases within the framework of descriptive and procedural concepts, reviewing a comparative course of the history of the status of women within the framework of methodological integration, referring to previous studies on the role of women in development, and defining the theoretical bases within the framework of the constructive vocational theory, the writer speaks of the role of working Egyptian women at present in the light of the theory of methodological integration, giving evidence in this respect of what takes place in the society of Sharkeyah Governorate, where the city of Zagazig was chosen to represent the urban aspect of this society and some villages to represent the rural one.

The sample was chosen at random from among women engaged in the field of social development in urban and rural areas, referring to the factors behind this choice of sample, which covers the sectors of education, social affairs and health, including medical employees and women agricultural labourers and defining their characteristics.

Finally, the author presents the questionnaire he used in the experimental application and reviews the results of the study, indicating the role of women in development in rural and urban regions and men's opinion in this role.

YOUTH

Abilities

167. Al-Talbawi, Gamil, "Youth, Who are They?", (Al-Shabab, Ma Howa Man Hom?), In "Al-Akhbar", 28th year, Issue No. 84, (August 26, 1979), p. 5.

After defining youth and the ability of young people to take decisions, the writer compares youth to old age, mentioning in this respect the young mind and its characteristics, and comparing it to the old one.

The writer then proceeds to explain t he impact of the development and modernization of educational methods on the relation between age of man and the volume of information he acquires. Here he refers to some young scientists who have become presidents of some American Universities and how such a measure affected the development of these universities.

The writer concludes by indicating the importance of having young scientists appointed in the posts of presidents of universities in Egypt, and affirms the impact of such a procedure on the development of Egyptian Universities.

Trends in Reading

168. A.R.E., The National Council for Youth and Sports, Youth Agency, "Problems of Youth Information - A Theoretical and Field Study", (Mashakil Al-E'lam Al-Shababi - Dirasa Nazareyah Wa-Maydaneyah), Cairo, 1979, 141 pages.

This study includes three parts covering seven chapters. The first part, considered a theoretical approach to the perspective of the function of communication, covers three chapters. The first explains the concept of the process of communication while the second reviews types of this process and determines means of assessing its impact.

The second part of this study, covering chapters 4 and 5, deals with the field study. In the fourth chapter, the writer reviews the plan of research and in the fifth presents and analyzes the data.

The third and last part of the study, devoted to presenting the results of the study and the recommendations, includes chapter 6 which shows how much young people read newspapers and magazines, which ones they prefer to read, and how parents encourage their sons to read.

The study concludes with chapter 7, suggesting a number of recommendations dealing with the importance of having technical authorities pay due care to youth, and examining reasons for their lack of interest in reading, the importance of encouraging youth to read newspapers and magazines, the necessity of paying due care to youth information media, and the necessity of linking information programs to the needs of youth.

The study includes an appendix which comprises a questionnaire on the problems of youth information.

YOUTH WELFARE

Problems

169. A.R.E., The National Council for Youth and Sports, the Youth Agency, "Investigating the Problems and Needs of Youth Welfare in the Governorates", (Bahth Mashakil Wa-Ehtiajat Al-Shabab Bil-Mouhafazat), Cairo, 1979, 393 pages.

The study includes three parts covering thirteen chapters. The first part comprises six chapters and deals with the theoretical study. The first chapter reviews the development of the Youth Welfare Administration in Egypt and its relation to local administrations.

Chapter two presents previous studies related to this subject. Chapter 3 indicates the importance of training and planning for youth

welfare in the governorates. Chapter 4 explains the policies of the youth welfare administrations, while chapter 5 deals with the system of follow up and education in youth welfare administrations in the governorates. Chapter 6 presents proposals for what youth welfare administrations should be like in governorates.

Part 2 includes five chapters covering the field study. Chapter 7 deals with the plan of the study while chapters 8 and 9 contain a tabular and analytic review of the youth and leaders questionnaire formulated by the council to study this issue. Then chapters 10 and 11 indicate means of statistical handling of the youth and leaders questionnaire. The results of this analysis are stated in chapter 12. Finally, chapter 13 presents the recommendations which underline the importance of giving due care to attaining the objectives of youth welfare administrations by laying down a plan, executing educational and national preparation programs and providing facilities, financial allocations, tools, equipment and establishments.

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